DOCUMENT RESUME

ED 188 275 CS 502 965

AUTHOR Springhorn, Ron G.; Cranfill, Jauquita
TITLE Communication Core 380.
INSTITUTION East Texas State Univ., Texarkana.
PUB DATE [79]
NOTE 111p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Communication Skills; *Course Content; Course Descriptions; Higher Education; Learning Modules; *Nonverbal Communication; *Public Speaking; *Speech Communication; *Speech Curriculum

ABSTRACT

The four modules described in this course syllabus are designed to present general concepts, principles, and skills of human communication to undergraduate students. Since students enrolled in the course can vary considerably in their professional, intellectual/academic, and personal needs, the self-inventory approach is used in the four modules so that students can survey their own communicative abilities and limitations in the three areas of needs, and decide on specific goals and objectives to satisfy their progress in developing communicative skills. The four modules include an overview of human communication and units on nonverbal communication, public communication, and small group communication. Each module contains lists of print and nonprint materials, a statement of content, lists of objectives, a study plan, and assignments for evaluation. Lists of films used in the modules and a film source directory are attached. (RL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED188275

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

COMMUNICATION
CORE
380

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Robert O. Hirsch
Western Journal of
Speech Communication
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ron G. Springhorn
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EAST TEXAS STATE UNIVERSITY
TEXARKANA

CS502965

Dr. Ron G. Springhorn
Human Communication

Communications Core 380
East Texas State University

UNDERGRADUATE COURSE SYLLABUS

OFFICE: AC 358
OFFICE HOURS: 11:00-12:00 MWF
10:00-11:00 TTH
and by appointment

TELEPHONE: 838-6514
EXT. 358

COURSE TEXT:

Springhorn, Ron, G. Exploring Human Communication: A Basic Understanding, Collegiate Publishing Company, Inc., 1978.

OVERVIEW OF COURSE

This course is designed to present general concepts, principles, and skills of human communication to undergraduate students at ETSU. It is hoped that our students will feel free to express their ideas, problems, and needs about communication freely within the context of this course. We hope that students will learn to apply the materials from this class to: their own personal and professional lives. In general, a communication class is as worthwhile and productive as its students. You, the receiver will serve as the final judge of how successful and useful the communication course will be. Unfortunately, for most of us, the courses utility and ultimate success will likely be discovered long after a final grade is received. Therefore, as a person who can always improve upon your communication skills, be receptive to learn new communicative skills, be receptive to change old ones, and be prepared not to change overnight.

COURSE GOALS AND OBJECTIVES

(1) Students will be exposed to basic concepts and principles of interpersonal, small group, public, and nonverbal communication.

(2) Students will actively experience activities related to the various content areas of human communication.

EVALUATION

Module 380.10 (Overview of Human Communication) = 25%

Module 380.20 (Nonverbal Communication) = 25%

Module 380.30 (Public Communication) = 25%

Module 380.40 (Small Group Communication) = 25%

TOTAL - 100%

GRADING SCALE*

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

*After receiving a graded module you have the option to redo the module in accordance with the instructor's suggestions. Specifics should be negotiated and discussed immediately with the instructor upon receiving the graded module.

THE INDEPENDENT LEARNING CENTER (ILC)

The Independent Learning Center (ILC) is a cooperative instructional environment for both East Texas State University at Texarkana and Texarkana Community College. The ILC offers students an optional way of learning through the planning of instructional sequences that can be delivered by today's modern technology. In other words, a faculty member can look at learning that can take place on an individual basis by students interacting with various instructional materials. The ILC is now providing instruction for a portion of regular courses being offered on both campuses. It performs its function through planned instructional activities which involves the faculty member working with the staff of the Educational Design and Development System to design and select appropriate materials that assist the student in reaching expressed learning goals.

The ILC can seat 104 students at any one moment in time. The students have a wide array of instructional hardware and software at their disposal. This includes a 12-channel television system which permits students to view instructional materials over small color television sets located in individual learning carrels. This is a closed-circuit television system which permits a playback utilizing videocassette tapes on pre-selected television channels. The remaining learning carrels are equipped to playback materials in sound/slide format, sound/filmstrip format, silent filmloop format, and audio cassette format. There is also an eight-position sound table containing an audio cassette player and a record player for several students wishing to listen to the same material in those formats simultaneously. For those students who need a quiet area to study, but do not require a learning carrel with equipment, there are "dry" study carrels.

One great advantage of the individualized format offered through the ILC is the flexible time offerings of instructional sequences. Students may come into the ILC seven days a week during the following hours:

Monday-Thursday	8:00 a.m. - 9:30 p.m.
Friday	8:00 a.m. - 5:00 p.m.
*Saturday	8:00 a.m. - 1:00 p.m.
*Sunday	2:00 p.m. - 9:00 p.m.

If a student is enrolled in a course which requires use of materials in the ILC, the faculty member will inform the student as to what materials are required, the times they will be available and any special scheduling.

Procedure for use of materials scheduled in the ILC is very simple. Just give your course name and number and what materials you wish to utilize. If a student has any questions concerning the materials or the operation of any of the equipment in the ILC, the clerks will be on hand to provide assistance. (Call extension 273 or 260) When a student has finished with the materials he is using, they should be returned to the front counter. No materials will be checked out of the ILC.

The Independent Learning Center is located in the southeast corner of the East Texas State University at Texarkana building and is readily accessible from the east or west entrances into the building foyer. However, only the west entrance will be open during the weekend hours.

* The ILC is not open on weekends during the summer terms.

PERSONAL DATA FORM

Name: ______________________________

Age: ______ Sex: ______ Married: ______ Veteran: ______ Service: ______

Employed: ______ Position: ______________ Employer: ______________

High School Attended: ______________________________

Location: ______________________ Graduation Date: ______

Occupational Goal: ____________ Major: ____________ Minor: ____________

No. College Units Completed: ______ No. Units Taking Now: ______

Other College or Special Training: ______________________________

____

____

Experience in Speech, Drama, Debate, Leadership, etc: ______________________________

____

____

Hobbies, Travel, Interests, etc: ______________________________

____

____

Subjects you could speak on right now:

1. ______________________ 2. ______________________

If you really had your choice, what would you be doing:

this moment: ______________________________

____

this week: ______________________________

____

five years from now: ______________________________

____

Other interesting background or points it would be helpful to know are:

____

____

Home Phone: ______________ Office Phone: ______________

MODULE ONE

OVERVIEW OF HUMAN COMMUNICATION

UNDERGRADUATE COMMUNICATION CORE
COMMUNICATION 380

CONTENT SPECIALIST
RON SPRINGHORN, PH.D.

INSTRUCTIONAL DESIGNER
JAUQUITA CRANFILL, PH.D.

GRAPHIC ARTIST
SUE BOYD

EDUCATIONAL DESIGN AND DEVELOPMENT SYSTEM
EAST TEXAS STATE UNIVERSITY--TEXARKANA
COPYRIGHT MCMLXXIX

UNDERGRADUATE COMMUNICATION CORE

MODULE: 380.10

TOPIC: Overview of Human Communication

MATERIALS:

Text:

Springhorn, Ron G. Exploring Human Communication: A Basic Understanding. Collegiate Publishing Co., Inc., 1978.

Enclosures:

1. Introduction to Human Communication
2. Self Analysis Communication Inventory
3. Model Construction
4. Guidelines for Developing a Model of Human Communication
5. Model Development Sheet
6. Study Guide for F 37, Avoiding Communication Breakdown
7. Biases and Perception Questionnaire
8. Study Guide for F 38, Meanings Are in People
9. Information Acquisition Analysis
10. Study Guide for VC 285, Effective Listening
11. Study Guide for VC 284, Sending Clear Messages
12. A. Communicator Style
    B. Communicator Style Project
13. Evaluation Sheet - Module 380.10

On Reserve in ILC:

Non-Print

F 388	Is It Always Right To Be Right
F 37	Avoiding Communication Breakdown
F 38	Meanings are in People
VC 285	Effective Listening
VC 284	Sending Clear Messages

STATEMENT OF CONTENT:

You are the hub or center of your communication arena. The things you say, the way you express yourself and the things you do affects and is affected by other individuals. Thus, it is advisable for individuals to be aware of how they function in the total process of human communication. The purpose of this module is to give you a perspective of the entire range or scope of human communication.

OBJECTIVES:

Upon completion of the study of this instructional module, you will be able to:

1. Describe major areas of studying communication.
2. Describe the elements of the communication process.
3. Describe the postulates of communication.
4. Construct a model of communication.
5. Identify barriers to effective communication and ways to overcome those barriers.
6. Identify types of listening.
7. Identify the misconception of communication.

STUDY PLAN:

1. Attend scheduled seminars.
2. Read enclosure 1, Introduction to Human Communication.
3. Refer to enclosure 2, respond in writing to the Self Analysis Communication Inventory.
4. Read Springhorn text--chapters one and two (Overview of Human Communication and Self and Communication). Complete sample tests, pp. 23-26 and pp. 37-39.
5. Study enclosures:

    #3. Model Construction
    #4. Guidelines for Developing A Model of Human Communication

STUDY PLAN (Continued):

6. Respond in writing to the items on enclosure 5, Model Development Sheet.

7. Read Springhorn text--chapter three, "Human Selectivity Processes." Complete sample test, pp. 47-50.

8. View Film 37, Avoiding Communication Breakdown. Refer to enclosure 6 to guide learning activity.

9. Answer in writing the items on enclosure 7, Biases and Perception Questionnaire.

10. View Film 38, Meanings Are In People. Refer to enclosure 8 for further directions.

11. Answer in writing the items on enclosure 9, Information Acquisition Analysis Activity.

12. View VC 285, Effective Listening. Refer to enclosure 10 for additional directions to guide viewing.

13. Read Springhorn text--chapter eight, "Listening and Human Communication." Complete sample test, pp. 129-131.

14. View VC 284, Sending Clear Messages. Refer to enclosure 11 for additional information.

15. Read and study enclosure 12A, Communicator Style. Write an analysis and evaluation of a communication relationship related to variables of communicator styles. Refer to enclosure 12B, Communicator Style Project, for complete instructions.

16. Hand in to the instructor all required materials on due date.

17. Fill out Evaluation Sheet, enclosure 13, and turn in to instructor.

EVALUATION:

Submit the following items to your instructor for evaluation.

1. Models Activity, enclosure 4.

2. Communication Style Project, enclosure 12B.

3. All other written response sheets:

   Enclosures 2, 5, 6, 7, 8, 9, 10, 11

4. Sample chapter tests from Springhorn text.

5. Evaluation Sheet for Module 380.10 (not to be used for determining grade).

Enclosure 1
Communications 380.10

INTRODUCTION TO HUMAN COMMUNICATION

Students enrolled in our introductory human communication classes vary considerably. We teach students in engineering technology, business administration and economics; elementary, secondary education, and special education, physical and health education; sociology; psychology; speech and communication; and many others. Therefore, a course in human communication must be designed and tailored to meet a variety of student needs. These needs are primarily in three areas: (1) professional needs; (2) intellectual and academic needs; and (3) personal needs.

One can easily discern the need to study human communication by self-inventory. The task of each student is to survey his/her own communicative abilities and limitations in the three areas of needs and decide on specific goals and objectives to satisfy his/her individual progress in developing communicative skills.

Professional Needs

A great many students enrolled in professional curriculums will need to consider their communication skills prior to becoming professionals in their particular area. A student may eventually require skills in public communication. For example, if a student were to decide to enter politics, he/she would have to be able to create messages which adapt to an audience, to be an effective listener, and to be a good orator as well. Further, these skills will be necessary in business meetings, teaching, and entertainment, just to mention a few.

Also as a professional, a student will need to consider his/her interpersonal skills. Initially, when a student graduates from college, he/she might be required to engage in a series of interviews in order to obtain a job. These interview situations will require him/her to demonstrate effective listening skills, ability in expressing his/her ideas verbally, and abilities in relating to the interviewer. One or more or a combination of these skills will determine whether the students gets that particular job or whether he/she is waiting tables for the next few years. Interpersonal communication skills will enhance the student's expertise in any job pertaining to public relations. Further, if a student is interested in working for someone or being a supervisor (boss) over others, he/she will want to develop those interpersonal skills necessary for achieving effective employer-employee relationships.

Another area of concern under professional needs has to deal with a person's ability to solve problems and reach decisions in an effective manner. Most likely, any job that a student finds himself/herself in will require at some time that he/she work in small groups. These groups might be required to reach crucial decisions. Developing those skills will enhance the student's productivity and status in the group.

Intellectual and Academic Needs

A second area that students may want to develop is their curiosity for examining human communication from a systematic and methodical perspective. A student might be interested in exploring how human beings use and misuse language in their communication with one another. He/she might be curious about how people from various regions of the United States or different cultures differentially use nonverbal communicative messages. For example, how does a New Yorker change his/her nonverbal communicative patterns to adjust to New Mexican audiences?

Finally, students will have an opportunity to test out some of their hunches and predictions about human communication behavior. This can be achieved by conducting one or more mini-studies which attempt to set up social scientific experiments on a small scale under the direction and supervision of the instructor. Data from these experiments can serve to stimulate intellectual interest in the study and analysis of human communication as a science.

Personal Communication Needs

Obviously, by a simple inventory of students on any university campus in the world, there exists those who basically have no interest in attending college for professional or intellectual advancement. Many are perhaps interested in going to college for social or political reasons, or just simply because there is nothing better to do. In these instances, a student may be more concerned with developing his/her own communication skills in order to enhance personal communication encounters. It needs to be realized also, that for many, this is the most important area of concern.

We must try to develop a sensitivity to our own as well as other's communicative abilities and limitations. We must keep in mind that humans cannot always reason rationally. We are emotionally involved in our communication relationships as well. Therefore, we should attempt to develop empathic communication skills to enhance our understanding of others. Further, we need to develop our listening skills so that we can obtain more information and understanding of messages during interaction.

Development of personal needs may encompass the need for a greater awareness of verbal and nonverbal behaviors. We can communicate more effectively if we elicit more intentional, conscious verbal and nonverbal messages. Further, there should be a consistent coordination between verbal and nonverbal messages. Often we communicate a positive verbal response and unconsciously communicate a negative nonverbal response, thereby confusing the receiver and causing ineffective communication to result.

These and many other types of areas can be developed and improved through the study and understanding of the human communication process. Hopefully, by participating actively with the laboratory activities, information in the text and fellow communicators, a student will reach his/her desired goals and objectives.

Communication and Anxiety

One question asked, when attempting to understand human communication, is "Why do we communicate?" The question is simple, but the answer is not. The answer most often given is that we wish to send information to others. When asked why do we wish to "inform" others, we say that we wish to establish relationships, share ideas or persuade others to our point of view. Implicit in each of these goals is that the listeners will respond to us. It is not that these answers are inaccurate but that they are incomplete, and to some extent circular, that even after hearing these answers we feel compelled to ask once again, "Why do we communicate?"

To really know "why", we must first understand that we confirm our existence (that we are) and alter our identity (who we are) through our relationships with others. Our interpersonal relationships connect us with others to form a network which defines and plots our social position. For instance, if you were asked to answer the question, "Who am I?" you would probably say that you are a "person," "student," "son or daughter," "Italian," etc.

These relationships are determined largely by whether our interactions with persons in each of those groups are positive, negative, or nonexistent. If we were honest, and rank ordered our preferences for types of interactions, we would probably prefer positive interactions first, negative ones next, and no response last. This is true for two reasons; (1)negative reactions at least confirm that we do exist. Whether we are approved of or not, we have personhood entailing a body, personality, and some effect on the world. Quite simply, the very fact that others react to us shows that they notice us and that of course confirms that we exist. Total neglect, however, can make us feel that we are invisible; we are nonpersons. (2)Negative reactions indicate who we do not identify with, as well as who does not identify with us. They show us who we are not, but simultaneously suggest that we are. Moreover, negative reactions prod us to seek our further interactions. It should be obvious why positive reactions are considered beneficial and are, thus, preferred. However, many persons do not have positive interactions. Unfortunately, these individuals are forced to seek out negative reactions simply to confirm their existence even though the resulting interactions are probably negative.

If we receive too many negative reactions we grow to expect them. Instead of confidently asking an attractive, popular coed to "party," a male student may instead approach her by saying "You wouldn't want to go out with me would you?" The expectation of negative reactions produces anxiety because we really don't like rejection. Yet, we seem to prefer it to nonpersonhood. This sets up an approach-avoidance situation; we desire to approach attention but we desire to avoid rejection. Anytime we try to approach and avoid something we will respond with anxiety. Worse yet, others usually sense our anxiety and it makes them uncomfortable. We in turn sense their discomfort with us, interpret it as a negative reaction and the process seems to snowball. Conversely, the more positive interaction we experience, the more likely we are to be successful in future interpersonal encounters.

You have probably recognized by now that the key to successful communication experiences is based upon your abilities and practice in a multitude of communication situations. To the extent that success in communication determines our identity of self-hood, it becomes exceedingly crucial that we develop effective communication skills. The ensuing modules are designed to facilitate that goal.

Enclosure 2
Communication 380.10

SELF-ANALYSIS COMMUNICATION INVENTORY

1. Define "Communication" in your own words:

2. How effective are you as an interpersonal (face-to-face) communicator?

3. Describe situations in which you have the most difficulty communicating with others. Why?

4. How satisfied are you with your progress in the following areas? Why?
    a. Educational.
    b. Occupational.
    c. Social.
    d. Other.

5. What are your most outstanding individual characteristics, both positive and negative?

6. How do each of these characteristics affect your interpersonal communication?

7. What kind of initial impression do you leave with others? Why do you think so?

8. Write a paragraph describing your personality as you see it and comment on how your perceptions of "you" compare with the way others see you.

Enclosure 3
Communication 380.10

MODEL CONSTRUCTION

A basic human need/desire is to share experiences.

A. To share experience, man must create images.
  1. This, in turn, requires some mode of representation to make the images explicit, and thus communicable.
    a. Charts, diagrams, stick figures, equations, comparisons, analogues.
B. In the broadest sense, a model is a systematic representation of an object or event in idealized form.
  1. It is necessarily arbitrary.
  2. It necessarily makes a dynamic process seem static.
  3. It necessarily must omit some details.

Advantages of Models

A. May take many forms or combinations of forms.
  1. Visual, pictorial, verbal, mathematical, statistical.
B. Potentially, it can cut through tons of verbiage to those components of communication which are fundamental to all acts of communication.
C. If well done, it should enable the student to move from description (the what) to explanation and prediction (the why), and (the so what).
D. Models provide new channels to research-they are heuristic.
  1. New perspectives, new insights, new opportunities to say "aha!"
E. They help formalize a discipline-giving it structure and boundaries.
  1. This is especially important with communication which overlaps in so many areas.

Limitations of Models

A. Oversimplification.
  1. By definition, models simplify, as do all comparisons and analogies.
  2. But-only if it omits crucial variables or recurring relationships does it oversimplify.
  3. One key is to avoid claiming more for the model than it really attempts to represent-then it is not likely to oversimplify.
B. Model-behavior confusion.
  1. Remember-the model represents the process-it does not constitute or become the process.

GUIDELINES FOR DEVELOPING A MODEL OF HUMAN COMMUNICATION

The communication model-designer should:

A. Attempt to cite and symbolize basics that underlie all communication or all of the subset of communication upon which he is focusing.

B. Point out similarities and differences from discipline to discipline which involve or are involved in communication.

C. Clarify the structure of a very complex process or processes by:
   1. Reducing complexity to simpler, more familiar terms.

D. Assist and simplify tasks of analysis:
   1. Reveal what to look for, how to identify levels of analysis, how to recognize and separate the abnormal from the common, how to focus on major components of what is said and done.

E. Rather than ignoring complexity or trying to explain it away:
   1. Give it order and coherence.

F. Look for and focus on underlying structure, thereby lessening the chances of getting sidetracked on incidentals.

MODEL DEVELOPMENT SHEET

Directions

Respond in writing to the following items. Use Enclosures 3 and 4 to guide your answers.

1. What is interpersonal communication? Generate a definition.

2. What is a model of human communication? What purpose does it serve?

3. What is your specific model of human communication? Generate and graphically delineate the model. Use additional paper.

4. How does your model of human communication compare to your definition of human communication processes? Are both identical? similar? different? Discuss.

5. What seems to be the limitations of building models which represent conceptual definitions of human communication?

Note: Be prepared to present and discuss your work with the entire class.

Study Guide for Film 37

Avoiding Communication Breakdown

28 Minutes

Before Viewing:

Read the following information.

Two dramatizations show how distortions with organizational communication affect behavior, productivity, and motivation of management and employees. Examples of four principle factors which influence communications are illustrated.

1. message competition
2. status ego threats
3. false or different expectations
4. number of links in communication

After Viewing:

Choose a communication situation in your profession and analyze the communication breakdown utilizing the following three questions as a basis for analysis:

What happened?

What went wrong?

Why?

BIASES AND PERCEPTION QUESTIONNAIRE

1. In what ways can you relate the study of human communication to your intended field of study or profession?

2. Briefly describe two (2)examples of "accurate" perceptions you have observed recently.

3. Describe a situation in which your biases interfered with an accurate perception of the situation.

4. In general, how do you think your personal biases and prejudices have affected your selection of information and perception of reality? Discuss and explain.

Study Guide for Film 38

Meanings Are in People

(28 Minutes)

The film portrays dramatic office incidents of things said and things perceived which demonstrate violations of the principles of effective communication and explain why such violations occur.

After viewing:

Why do you think Dr. Berlo makes the point that meanings are not in words, but meanings are in people? Discuss and explain.

INFORMATION ACQUISITION ANALYSIS ACTIVITY

1. Make a list of things, people, ideas against which you are prejudiced. Do you think you "tune out" when you hear these words? Most people do, or some barrier to effective listening exists. Try to figure out what caused these prejudices so you can understand your responses. Hopefully this will help you to avoid "tuning out" or distorting information when you hear these words.

2. Next, write an essay and evaluate listening efficiency in any job or task situation you have been involved with-efficiency of your boss, or of any person working with you, and of yourself. What were the strengths and weaknesses?

Enclosure 10
Communication 380.10

Study Guide for VC 285

Effective Listening

Before viewing:

Listening is an important communication skill. The phenomenon of sending and receiving messages concurrently while listening is demonstrated.

After viewing:

Responding to the following questions:

1. Why do you think effective listening is such an important communication skill?

2. What nonverbal and/or verbal messages have you observed individuals sending while they were in the act of listening?

Study Guide for Videocassette 284

Sending Clear Messages

The film demonstrates ways we communicate with others.

While Viewing:

Complete the list of skills which are suggested for sending clear accurate verbal messages.

Effective ________________________

________________________ on appropriate levels

Giving non-evaluative ________________________

________________________ self appropriately

________________________ feedback non-defensively

Non/verbal and verbal ________________________

Expressing ________________________

After Viewing:

Note areas where you need to improve and formulate plans for working on those areas.

COMMUNICATOR STYLE

All of us at one time or another have been in a relationship which has had some type of communication conflict and/or difficulty. We might have had a fight with our husband or wife prior to going off to the office. We might have had an argument or hassle with our child over his/her right to privacy. Or at the office we might have had a run-in with the boss over acceptance of a new advertising campaign.

In each of these situations, some type of communication difficulty was present. In order to resolve the difficulty, we had to analyze the personalities of the communicators. We had to decide on some type of communication compromise. Maybe we were reacting and/or communicating with the husband, wife, child, or boss in the wrong manner. Maybe we were not presenting our message in the most effective and appropriate fashion.

The way in which we present our message determines OUR COMMUNICATOR STYLE. We must choose a particular communicator style depending on the following variables:

(1) personalities of the communicators (e.g., attitudes, knowledge, etc.)

(2) relationship of the communicator(s) to you

(3) situation and/or environmental conditions

Review the following four basic Communicator Styles. Consider the many communication situations and relationships in which you are involved and perhaps you can pinpoint specific communication breakdowns which stem from inappropriate use of communicator style. After studying this material, complete the Communicator Style Project, Enclosure 12B.

STYLES OF COMMUNICATION

I. Communication Styles

   A. Styles are how you talk about something.

      1. Different styles result from different intentions.

      2. Different styles use different behaviors.

   B. Four different styles--dramatic changes in messages occur when style is shifted.

   C. Effective communication involves matching your intention with your style.

II. Style Variations

   A. Style I is friendly, sociable, or playful.

      1. Conventional, everyday, relaxed, tension free

         a. Used to keep things on an "even keel"

         b. Passes time and fills social voids

         c. Not intended to change anything

      2. Characterized by:

         a. "It" statements (speaking for no one)

         b. "I like" statements--preferences

         c. Meets everyday social expectations

         d. Almost always omits direct disclosure of immediate, intimate feelings, and intentions

      3. Little communication skill necessary--low self information

      4. Focus is generally topical

   B. Style II is directive, persuasive, demanding, evaluative, blaming, or praising.

      1. Usually involves tension, dissatisfaction

         a. Often involves an attempt to force change, shutting off exploration of issues

         b. Often leads to misunderstanding

         c. Based on closed assumption and interpretations the speaker holds about persons or situations; attacks partner's sense of self-worth

         d. Power valued over clarification, understanding, cooperation, and accuracy

         e. Win/lose outcome orientation

2. Characterized by:
    a. Directing, ordering, advising, recommending, praising
    b. Labeling, name calling, judging, fault finding
    c. Blaming, accusing, complaining
    d. Demanding, calling for justification
    e. Self-depreciation
    f. Speaking for others or no one
    g. Superlatives and imperatives
    h. Right-wrong; good-bad; should-ought
    i. Closed indirect questions and "why" questions
3. Style II is usually ineffective for resolving issues.
    a. Deals with issues indirectly--buries real issue
    b. Produces resistance--hence need to increase pressure
4. Not all uses of Style II are negative
    a. Selling, bargaining, promoting, advocating, preaching, and lecturing often use Style II communication.
    b. Style II can help you move toward consideration of an issue--it's often a signal that an issue is present.

C. Style III is speculative, tentative, searching, reflecting, exploring intellectual.

1. Demonstrates willingness to examine, explore and understand self/other awareness
    a. Includes general spirit of inquiry
    b. Focuses on past causes of behavior, or future possibilities
    c. Begins to identify and clarify issues--examines relevant background information and generates alternative courses of action
2. Characterized by:
    a. Questions that focus on partner--liberal use of checking out
    b. Asks for feedback, but doesn't volunteer feedback
    c. Information is intellectualized
    d. Lacks feeling and intention statements
3. Style III is a limited style
    a. Creates a climate for further exploration, but does little to encourage significant change in relationships
    b. Does not move to core of issues
    c. No commitment to action

D. Style IV is disclosing, explicit, responsive, accepting, and aware.

1. Intentions and behaviors demonstrate a commitment to deal completely and congruently with an issue.
    a. Expresses an intention to pursue an issue openly and directly
    b. Requires contact with own awareness, accepting it and trusting it
    c. Identifies incongruent dimensions of self-awareness
    d. Primary focus is on self--on own contribution/response to an issue
    e. Demonstrates spirit of caring and mutual support
2. Characterized by:
    a. Statements, not questions
    b. Disclosure of feelings and recognition of differences
    c. Heightened awareness
    d. Disclosure of intentions
    e. Discovery and creation of congruent solutions
    f. Clear speaking for self--"I" statements
    g. "Now" time orientation
3. Style IV seeks to share a complete picture of self-awareness, fully and honestly with partner.
    a. Candidly contacts, accepts, and discloses yourself
    b. Enhances trust and honesty
    c. Produces understanding and tries to understand partner's self-awareness accurately--not necessarily with agreement
4. Promotes patterns of relationship which are more mutually satisfying
    a. Processes of disclosing and sharing meaning are the actions that build relationships
    b. Excludes win-lose intention (Style II)

E. Overview of four styles

1. Style I wants to keep your world running smoothly.
    a. Keeps most awareness information to self
    b. Eliminates personal and relationship issues from focus--low self-disclosure
2. Style II wants to demand and force certain outcomes.
    a. Issues surface, but are not clarified
    b. Attempts to control outcomes
    c. Little self-disclosure

    - d. Acts out feelings and intentions
    - e. Transitional style
  - 3. Style III wants to identify an issue and explore alternatives.
    - a. Sifts ideas and makes tentative proposals
    - b. Provides clearer identification of issue
    - c. Incomplete self-disclosure, stated tentatively
    - d. Little commitment to action around an issue
  - 4. Style IV wants to be complete in its self-disclosure.
    - a. Uses all skills
    - b. Discloses all dimensions of awareness
    - c. Seeks to be aware of partner, completing the relationship picture
    - d. Most often missing in many people's communication repertoire
    - e. Most effective way to deal with relationship issues
  - 5. Using a style means not just how something is said, but includes the spirit (intention) with which you say it.

III. Work/Non-work

- A. Styles I and II are non-work styles.
  - 1. General niceties or positive pronouncements
  - 2. Little desire or progress in resolving issues
  - 3. Low in self-disclosure and receptivity to partner's disclosures
  - 4. Heavy use of Styles I and II may indicate your partnership is not dealing directly with issues.
- B. Styles III and IV are work styles.
  - 1. Styles III and IV are effective ways of approaching and dealing with interpersonal tension, rather than avoiding it.
  - 2. High in self-disclosure and receptivity to partner's disclosures.
  - 3. Style IV is best for fully identifying the issue and for dealing with it.
- C. Effective communication is flexible.
  - 1. Recognizes differences in style
  - 2. Self-monitors styles used

IV. Mixed Messages

- A. The four communication styles described are pure in the sense of the intentions and behaviors involved.

1. Most messages are not "pure" examples of style.
2. Messages become mixed when any intention or behavior from Style II slips over into another style.
3. Mixed messages have one "straight" part and one contradictory undercurrent.
    a. Tend to grow out of incomplete or incongruent self-awareness and self-disclosure
    b. Often communicate tension inside self or between yourself and partner

B. Reasons for mixed messages:

1. Strong feelings that are outside your awareness--or that you do not want to disclose.
2. Conflicting intentions with limited awareness of the conflict
3. Expressing multiple intentions indirectly

C. Mixed messages are characterized by:

1. Hidden intentions
2. Closed assumptions
3. Tone of voice, facial expression
4. Use of "you" in subtle way
5. Build-up and put down words sent together
6. Use of conditionals

D. Coping with mixed messages

1. Most people respond to hidden, Style II part of mixed messages.
2. You can cope by using Style IV and documenting the two mixed styles.
3. Receiver--techniques for coping:
    a. Acknowledge both parts of message and indicate which you are responding to
    b. Feedback message and ask for clarification
4. Sender--when you recognize you are sending mixed messages:
    a. Check out your intentions
    b. Become aware of your feelings

COMMUNICATOR STYLE PROJECT

INSTRUCTIONS:

You are to complete a 4-6 page type written analysis and evaluation of a specific communication relationship where there has existed conflict and/or communication breakdown. It is preferable if you have experienced the breakdown over a period of time. The relationship can be on a professional or social level. Be very specific about this relationship. Indicate information about three variables:

(a) personalities of the communicators,

(b) relationship of the communicator(s) to you,

(c) situation(s) and/or environmental conditions.

Specify the COMMUNICATOR STYLE presently being used in the situation. Also, specify why the communicator style being used is inappropriate and causing conflict and/or communication breakdown. Specify which communicator style or combination of communicator styles would be appropriate to use. Specify why this new communicator style will reduce the conflict and/or communication breakdown.

You are to be very specific, clear and organized in this paper. Be sure to apply the information on communicator style to this paper as well as any additional information which was acquired in this module.

Enclosure 13
Communication 380.10

Student Evaluation: Overview of Human Communication Module

Undergraduate Communication Core 380

Instructor ______________________

	Check the appropriate response				
	Strongly Disagree	Generally Disagree	No Opinion	Generally Agree	Strongly Agree
1. The overview module made me more aware of the importance and complexity of the communication process.					
2. The media, in general, was valuable and of high quality.					
3. The media seemed to be on the appropriate level.					
4. The media worksheets provided with the module were of use to me.					
5. The follow-up media assignments provided with the module were of use to me.					
6. The instructions were clear and easy to follow.					
7. I preferred going to the ILC to view the media independently, as opposed to having the media presented in class and followed by discussion.					
8. The following films were valuable to me in obtaining course objectives:					
F 388 "Is It Always Right To Be Right"					
F 37 "Avoiding Communication Breakdown"					
F 38 "Meanings Are In People"					

Enclosure 13
Communication 380.10
Page 2

Student Evaluation: Overview of Human Communication Module
Page 2

	Strongly Disagree	Generally Disagree	No Opinion	Generally Agree	Strongly Agree
9. The following videotapes were of use to me:					
VC 285 "Effective Listening"	________	________	________	________	________
VC 284 "Sending Clear Messages"	________	________	________	________	________
10. The amount of time required to complete the module and prepare the written and oral presentations seemed reasonable considering the time that I was not required to attend class.	________	________	________	________	________
11. I prefer that the Undergraduate Communications Core course be incorporated into "time-free" modules.	________	________	________	________	________
12. I would have preferred more time spent in class with either a formal lecture or group discussion format.	________	________	________	________	________

13. How would you describe the module for this unit. Circle one.

A. Very clear and comprehensive

B. Fairly clear but missing important elements

C. Generally confusing and inadequate

14. How could this module be improved? Explain.

15. What do you think is a desirable feature(s) of this module? Explain.

MODULE TWO

NONVERBAL COMMUNICATION

UNDERGRADUATE COMMUNICATION CORE

MODULE: 380.20

TOPIC: NONVERBAL COMMUNICATION

MATERIALS:

Text: Springhorn, Ron G. The Human Communicator. Burgess Publishing Co., Inc., 1980

Enclosures:

1. Study Guide and Follow-Up for F 179, Communication: The Nonverbal Agenda
2. Study Guide and Follow-Up for F 428, Without Words: An Introduction to Nonverbal Communication.
3. Categories of Nonverbal Behavior
4. A Review of Nonverbal Behaviors of Women and Men, by France and Mayo
5. Nonverbal Communication Research Project
6. Evaluation Sheet - Module 380.20

Non-Print: (On Reserve in ILC)

1. Film 179, Communication: The Nonverbal Agenda
2. Film 428, Without Words: An Introduction To The Study of Nonverbal Communication

STATEMENT OF CONTENT:

The interest and examination of nonverbal communication behavior is not only fascinating and intriguing, but is critical in the development of our communication skills. As communicating creatures we must have an understanding and awareness of our own nonverbal communication behavior as well as others'. Research indicates that somewhere between 65 - 93% of all social meaning is transmitted through nonverbal communication. This statistic may appear shocking, at first; however, a rudimentary understanding of the complexities and importance of nonverbal communication in our daily lives will lend more validity to the statistic. This module is designed to introduce the student of communication to the various areas of nonverbal communication. This module will illustrate how nonverbal communication fits into the overall scope of human interaction. You will grasp a rudimentary vocabulary of the area along with some inductive experiences with nonverbal behavior in your everyday communication experiences.

OBJECTIVES:

Upon completion of this module of instruction you will be able to:

1. Define nonverbal communication.
2. Identify the various areas of study in nonverbal communication.
3. Explain how nonverbal communication affects our relationships and communication with others.
4. Explain how an understanding of nonverbal communication behavior will contribute to our overall effectiveness as communicators on a professional level, social level.

STUDY PLAN:

1. Read Springhorn text chapter VII, "Nonverbal Communication." Complete sample text test.
2. View F 179, Communication: The Nonverbal Agenda. Refer to Enclosure 1, for further instruction.
3. Read and study enclosure 2, Categories of Nonverbal Behaviors,
4. Read enclosure 3 and view F 428, Without Words.
5. Read and study enclosure 4, A Review of Nonverbal Behaviors of Women and Men.
6. Read enclosure 5 concerning the Nonverbal Communication Research Project. Follow directions and complete the study.
7. Complete module evaluation, enclosure 6, and turn into instructor's mailbox on the third floor.

EVALUATION:

1. Submit follow-up sheets for F 179 and F 428 to instructor.
2. Submit Nonverbal Communication Research Project to instructor.
3. Submit module evaluation, enclosure 6, separately to instructor.

STUDY PLAN AND FOLLOW-UP

F 179 COMMUNICATION: THE NONVERBAL AGENDA
Color 30 Minutes 1975

1. Study Enclosure 1, Study Guide for F 179, Communication: The Nonverbal Agenda.

This film illustrates the value of understanding nonverbal content in communication via a series of situational encounters. The film describes the work of Dr. Albert Mehrabian, research psychologist and noted author, and depicts how some of his theories of nonverbal behavior are applied.

Read the following items before viewing. After viewing the film, write responses.

Explain how the film illustrates the following specific concepts:

Nonverbal communication has greater impact than verbal.

Facial expressions and tone of voice indicate feelings.

There are different types of personal space.

When authority is threatened, nonverbal behavior is different from when person is dealing with subordinates.

Individuals often wear masks and/or play verbal games.

STUDY GUIDE and FOLLOW-UP SHEET

F 428, Without Words, 23 min.

Introduction:

This film presents an introduction to nonverbal communication which actually accounts for much of the message that is transmitted in interaction. "Without Words" illustrates how communication is an interweaving of situation, context, and verbal and nonverbal messages.

Before Viewing:

Study the following terms. These words will serve as cues to guide your viewing:

kinesics
nonverbal barriers
proxemics
personal space
territoriality

View the film.

After viewing:

Answer the following questions:

1. Define the following terms:

   kinesics

   nonverbal barriers

   proxemics

   territoriality

   personal space

2. List and define the four (4) main distances that North Americans use.

   1.

   2.

   3.

   4.

3. How do we specifically communicate nonverbally?

4. Explain the importance of "context" in analyzing nonverbal communication.

5. Explain the relationship between attitude and pupil size.

6. Give two (2) examples of a nonverbal barrier.

CATEGORIES OF NONVERBAL COMMUNICATION

* KINESICS--- GESTURES, FACIAL EXPRESSIONS, AND BODILY MOVEMENTS

* OCULESICS--- EYE BEHAVIOR

* HAPTICS--- TOUCHING BEHAVIOR

* PARALANGUAGE--- VOCALICS: PITCH, RATE, INFLECTIONS,TONE

* PROXEMICS--- PERSONAL SPACE:EXPANDS AND CONTRACTS
TERRITORIALITY: FIXED GEOGRAPHIC SPACE

* DRESS AND PHYSICAL APPEARANCE

* ENVIRONMENT AND OBJECTICS

* CHRONEMICS--- USE OF TIME

FUNCTIONS OF NONVERBAL COMMUNICATION

* REDUNDANCY

* ACCENTUATION

* SUBSTITUTION

* REGULATION

* CONTRADICTION

COPYRIGHT PERMISSION GRANTED by
Western Journal of Speech Communication,
Spring, 1979, pp. 96-107.

Enclosure 4
Communication 380.20

THE WESTERN JOURNAL OF SPEECH COMMUNICATION
43 (Spring 1979) 96-107

A Review of Nonverbal Behaviors of Women and Men

MARIANNE LA FRANCE
CLARA MAYO[*]

Oscar Wilde is reported to have said, pertaining to gender differences in nonverbal communication, "A man's face is his autobiography; a woman's face is her work of fiction." The implication of course is that a man's face is truly reflective of his inner state, whereas a woman's face is fabrication. This review presents research on sex-role differences in nonverbal communication and demonstrates that Wilde was correct in the letter of his statement, if not in the spirit of it. In the past fifteen years, empirical research has grown rapidly and a commanding aspect of that research is the existence and persistence of sex differences in nonverbal behavior.

A woman's face may be less reflective of her own inner state than of the inner states of those with whom she is interacting because sex-role expectations call for women to be reactive and responsive. In contrast, men are expected to be proactive, that is, they are expected to be active, independent, self-confident, objective and decisive. They are expected to be less tuned to the socio-emotional aspects of human relationships and more concerned with getting the job done.[1]

The dichotomy between reactivity and proactivity has been articulated a number of times. Bakan postulated that all living forms need both *communion* and *agency*.[2] *Agency* is concerned with the individual as individual and is manifest through self-protection and self-assertion. *Communion* describes the organism as a part of a group. Similarly, the distinction has been called receptive-intrusive,[3] expressive-instrumental,[4] receptive-productive,[5] and passive-active.[6] Life entails both aspects. In most western societies, the two modalities have become arbitrarily linked with gender: females are said to demonstrate reactivity; males, proactivity. These two aspects have clear nonverbal concomitants.

---

[*] Ms. La France is Assistant Professor of Psychology, Boston College, and Ms. Mayo is Professor of Psychology, Boston University. An earlier version of this paper was presented at the Eastern Communication Association Convention, Boston, Massachusetts, March 1978.

[1] Inge K. Broverman, Susan R. Vogel, Donald M. Broverman, Frank E. Clarkson, and Paul S. Rosencrantz, "Sex-Role Stereotypes: A Current Appraisal," *Journal of Social Issues*, 28 (1972), 59-78.

[2] David Bakan, *The Duality of Human Existence* (Chicago: Rand McNally, 1966).

[3] Erik H. Erikson, *Childhood and Society* (New York: Norton, 1950).

[4] Talcott Parsons, *Essays in Sociological Theory*, rev. ed. (Glencoe, Illinois: Free Press, 1954).

ARE WOMEN MORE EXPRESSIVE THAN MEN?

It is virtually a cliché of this culture that women are naturally more expressive than men and that "being emotional" is something that the model male should not be. Among those concerned with mental health, non-expressivity in men is currently viewed with some regret; it is not that men should not express their feelings, but that, having been trained not to do so, they are no longer able to be expressive. Sex-role barriers to expressivity by males have been linked to a variety of psychological woes.[7]

Facial Expression. Studies which ask men and women to express specific emotions generally find a greater capacity in women than men to produce facial expressions that viewers can interpret correctly. One procedure had women and men looking at photographic slides varying in emotional content. Male and female judges, exposed only to the faces of subjects viewing the slides, were asked to indicate what slides were being viewed. Results indicated the existence of sex differences in encoding ability; the judges were more accurate in identifying what slides the female senders viewed.[8]

There is some tentative indication that men are not worse senders of all emotions. In a study of sex differences in the communication of positive and negative states,[9] men were somewhat better communicators of positive attitudes of liking than were women, and women were considerably better communicators of dislike and negativity than were men. These findings may relate to expressions normally found on male and female faces. Given that women generally smile more, when women do convey dislike (at the experimenter's request),[10] the expression may be more notable and therefore better decoded. Similarly, the smiling male, being a relatively rarer occurrence, is more likely to be noticed and interpreted as positive. This interpretation is consistent with findings from attribution research

---

[5] Erich Fromm, *Man for Himself* (New York: Holt, Rinehart and Winston, 1947).

[6] Sigmund Freud, "Three Contributions to the Theory of Sex," in *The Basic Writings of Sigmund Freud*, ed. Abraham A. Brill (New York: Modern Library (Random House), 1938).

[7] Sidney M. Jourard, *The Transparent Self* (Princeton, New Jersey: Van Nostrand, 1964); Joseph H. Pleck and Jack Sawyer, eds., *Men and Masculinity* (Englewood Cliffs, New Jersey: Prentice-Hall, 1974).

[8] Ross W. Buck, Robert E. Miller, and Wilson F. Caul, "Sex, Personality and Physiological Variables in the Communication of Emotion Via Facial Expression," *Journal of Personality and Social Psychology*, 30 (1974), 587-596.

[9] Susan F. Zaidel and Albert Mehrabian, "The Ability to Communicate and Infer Positive and Negative Attitudes Facially and Vocally," *Journal of Experimental Research in Personality*, 3 (1969), 233-241.

[10] Starkey Duncan Jr., and Donald W. Fiske, *Face-to-Face Interaction: Research, Methods, and Theory* (Hillsdale, New Jersey: Lawrence Erlbaum Associates, 1977).

Enclosure 4
Communication 380.20

showing that "out of role" behavior is both more salient and judged more deserving of a personality ascription.[11]

There are also preliminary findings suggesting that there are some individual differences in expressivity among men. Men who were asked about their sex-role attitudes and who were found to hold more liberal views were rated as being nonverbally warmer when interacting with both men and women. In contrast, men holding more traditional sex-role attitudes were judged to be less warm in such interactions.[12] It appears that rigid adherence to sex-role stereotypes is associated in men with constriction of emotional expression.

Vocal expression. The vocal aspect most often singled out as reflecting sex differences is that of pitch, with men's vocal output becoming lower-pitched in adolescence. These pitch differences were long attributed to anatomical changes associated with puberty when male vocal cords become longer and thicker. It appears now that such changes are also affected by the way men and women articulate the sounds they make which produce a culturally recognizable male and female voice. Speech samples from preadolescent boys and girls who were selected by matching height and weight so as to have larynxes of the same size, were reliably identified as male and female by adult listeners.[13] Since the anatomical structures were the same, the difference in sound was more likely produced by the way boys H_1 and girls formed words. The investigators noted particularly that spreading the lips shortens the vocal tract; the tendency of women to smile while speaking has the effect of shortening the vocal cords in this way and thus producing a higher pitched sound. Research has shown that intense emotional display, e.g., anger, fear, and surprise, is often associated with high pitch and pitch rise.[14] In addition, listeners react very differently to the same pitch characteristic in men and women. H_2 Males with throatier voices were described as mature, sophisticated, and well-adjusted, whereas deep-voiced women were seen as boorish, ugly, lazy, and sickly.[15] Such research findings indicate that vocal characteristics are sex-linked in a prescriptive way; there are social norms for the way women and men ought to sound.

---

[11] Edward E. Jones and Keith E. Davis, "From Acts to Dispositions: The Attribution Process in Person Perception," in *Advances in Experimental Social Psychology,* II, ed. Leonard Berkowitz (New York: Academic Press, 1965).

[12] Shirley Weitz, "Sex Differences in Nonverbal Communication," *Sex Roles,* 2 (1976), 175-184.

[13] Jacqueline Sachs, Philip Lieberman, and Donna Erickson, "Anatomical and Cultural Determinants of Male and Female Speech," in *Language and Attitudes: Current Trends and Prospects,* ed. Roger W. Shuy and Ralph W. Fasold (Washington, D.C.: Georgetown University Press, 1973).

[14] Joel R. Davitz, *The Communication of Emotional Meaning* (New York: McGraw-Hill, 1964); Shawn E. Scherer, "Proxemic Behavior of Primary School Children as a Function of Their Socioeconomic Class and Subculture," *Journal of Personality and Social Psychology,* 29 (1974), 800-805.

[15] David W. Addington, "The Relationship of Selected Vocal Characteristics to Personality Perception," *Speech Monographs,* 35 (1968), 492-503.

Women are not only expected to be vocally more emotional, they are also expected to give vocal indications of their responsivity. Accordingly, women in this culture have developed some reactive intonation patterns which do not occur in the speech of men.[16] For example, women almost exclusively use what is described as a "high-low down-glide" of surprise, as in the intonation with which such expressions as "Oh, how awful!" are uttered. Other female patterns include a request confirmation pattern ("You do?"), a hesitation pattern ("Well, I studied . . . "), and a polite cheerful one ("Are you coming?"). Women often answer questions with declarative statements which end with the rising inflection typical, in English, of questions.[17] This makes female speakers sound unsure of their answers. The answers are stated so as to seek the listener's confirmation that the answer is correct or that it is all right to state an opinion at all. So even when women are talking, they're reacting.

GENDER DIFFERENCES IN NONVERBAL SENSITIVITY

Most studies find women to be more accurate decoders of nonverbal cues than men. Using a Profile Of Nonverbal Sensitivity (the PONS test), Rosenthal and his colleagues have consistently found that women are better at identifying the emotional situations enacted in brief visual and vocal film segments.[18] The PONS test presents 220 two-second segments showing a young woman's face only, body only, or face and body combined and two kinds of voice samples treated to obliterate content while retaining tone and rhythm of speech. Viewers must choose which of two written descriptions represents the situation conveyed in each segment. Although women are generally more accurate on this test, some men score equal to the average woman; often these are men working in theater and the arts where training and selection for sensitivity to nonverbal expression probably play an important part.

A study using many different encoders of emotion, both male and female, also found women to be more sensitive judges of what the encoders were enacting than were men.[19] In addition, this study found that same-sex judgements were more accurate than opposite-sex judgements. Another interesting finding was that the sex difference in accuracy was greater with pictures than with vocal samples of emotional expression. Research consistently shows that women look more at others than do men.[20] Given that women look more at others and given their greater accuracy in the visual channel, it is quite possible that women use the visual channel as a primary source of information about others.

---

[16] Ruth M. Brend, "Male-Female Differences in American English Intonation," in *Language and Sex: Difference and Dominance*, ed. Barrie Thorne and Nancy M. Henley (Rowley, Massachusetts: Newbury House, 1975).

[17] Robin Lakoff, "Language and Woman's Place," *Language in Society*, 2 (1973), 45-79.

[18] Robert Rosenthal, Judith A. Hall, M. Robin DiMatteo, Peter L. Rogers, and Dane Archer, *Sensitivity to Nonverbal Communication: The PONS Test*, unpublished manuscript, Harvard University, 1977.

[19] Miron Zuckerman, Marsha S. Lipets, Judith H. Koivumaki, and Robert Rosenthal, "Encoding and Decoding Nonverbal Cues of Emotion," *Journal of Personality and Social Psychology*, 32 (1975), 1068-1076.

That visual access is important to women was borne out in a study where one person in a conversation was increasingly obscured from another by dark glasses, a slotted screen, and a one-way mirror. Women found the conversation more difficult when they could not see the other person, and when invisible themselves, they decreased their amount of talk.[21]

The research presented thus far has been directed at one aspect of the reactive function, namely, being able to detect what is going on in the other person. But there is a second aspect to reactivity; it is important not only to know what the other person is feeling but also to be able to do something about it. Such responsivity was shown in a study by Weitz.[22] The first minute of video-taped encounters between unacquainted men and women was coded by raters who saw only one of the interactants and therefore did not know the sex of the other person in the conversation. In male-female conversations, the nonverbal behavior of women was inversely related to the male partner's dominant or affiliative behavior. Women were found to be nonverbally more submissive with more dominant men and more dominant with submissive men. Weitz posited a monitoring process by which women adjust their nonverbal behavior to produce a comfortable interpersonal encounter for men. No such adjustments were noted for female-female encounters, nor were there adaptive moves by men in either same-sex or opposite-sex encounters. Considering this occurs in the first 60 seconds of interaction suggests a vigilant sensitivity and immediate responsivity on the part of women to men.

A theme uniting these studies is that responsivity engenders more variable nonverbal behavior. Women do not behave the same way regardless of the person with whom they are interacting. One observational study of conversational distances, for instance, found that pairs of women stood closer than pairs of men.[23] This difference, however, was largely accounted for by the fact that women friends stood very close and women strangers quite far apart. Men did not change their conversational distance in response to differences in acquaintance. Similarly, another study which had male and female subjects engage in two seven-minute conversations with strangers, found that males were more consistent across the two interactions than were women on a variety of nonverbal behaviors, e.g., smiling, gazing, gesturing, foot movements and postural shifts.[24] Female responsivity appears to involve both a sensitivity to the feelings and wishes of the other, and a behavioral adaptation to this information.

---

[20] Michael Argyle and Mark Cook, *Gaze and Mutual Gaze* (Cambridge: Cambridge University Press, 1976).

[21] Michael Argyle, Mansur Lalljee, and Mark Cook, "The Effects of Visibility on Interaction in a Dyad," *Human Relations*, 21 (1968), 3-17.

[22] Weitz.

[23] Stanley Heshka and Yona Nelson, "Interpersonal Speaking Distance as a Function of Age, Sex, and Relationship," *Sociometry*, 35 (1972), 491-498.

COMMUNICATION BETWEEN THE SEXES

Smiling. When they are alone, women smile more than men and they increase their smiling when another person enters the situation.[25] This increase for women and not for men while interacting with others lends support to the notion that women are more responsive to social stimuli. In fact, it might be argued that a man's smile has meaning in terms of his own private state while a woman's smile is essentially an interactional phenomenon. Furthermore, it has been found that smiles elicit smiles.[26] Given that women smile more and hence elicit more smiling, it is possible to see how this nonverbal behavior operates in the creation and maintenance of cohesion and solidarity. Seen in a more defensive light, this same behavior can be interpreted as an appeasement gesture, a sign of non-threat.[27]

Personal space. The term "personal space" as coined by Sommer, refers to that invisible boundary around each one of us which others are not to cross.[28] Most people can visualize themselves and others housed in what are essentially invisible bubbles.

Research in sex differences in personal space indicates that the bubbles surrounding women are smaller than are those surrounding men.[29] For example, a study using unobtrusive observation of people in a public setting found that female pairs stood closer to each other than did male pairs.[30] In addition, this study found that male-female pairs stood closest of all. Similarly, another study found that male and female pairs who were unacquainted differed in their interpersonal distance. Specifically, it was noted that female pairs sat closer to each other than male pairs in a waiting room situation.[31] Unequal space zones were also noted by Willis who found, in studying the initial speaking distance set by an approaching person, that women were approached more closely than were men by both men and women.[32]

---

[24] Duncan and Fiske.

[25] W. C. Mackey, "Parameters of the Smile as a Social Signal," *Journal of Genetic Psychology*, 129 (1976), 125-130.

[26] Ibid.

[27] J. A. R. A. M. van Hooff, "A Cooperative Approach to the Phylogeny of Laughter and Smiling," in *Nonverbal Communication*, ed. Robert A. Hinde (Cambridge, England: Cambridge University Press, 1972).

[28] Robert Sommer, "Studies in Personal Space," *Sociometry*, 22 (1959), 247-260.

[29] Gary W. Evans and Roger B. Howard, "Personal Space," *Psychological Bulletin*, 80 (1973), 334-344.

[30] James C. Baxter, "Interpersonal Spacing in Natural Settings," *Sociometry*, 33 (1970), 444-456.

[31] Albert Mehrabian and Shirley G. Diamond, "Effects of Furniture Arrangements, Props, and Personality on Social Interaction," *Journal of Personality and Social Psychology*, 20 (1970), 18-30.

The most popular explanation of these particular sex differences is that women are more affiliative and more friendly and positive towards others than are men.[33] Such explanation derives from the finding that people who like each other seek closer interpersonal distances than those who do not.

The greater affiliation attributed to women is certainly compatible with an explanation offered by Freedman and his associates to explain sex differences in reaction to crowding. In a number of studies, they found that females were more cooperative and less aggressive than males under conditions of high density. Density was experimentally manipulated by having the same number of people interacting in small or large rooms. Their explanation was that density intensifies the typical response or expectation for a given situation. Apparently, women expect encounters with other women to be sociable and friendly, while men expect more competitive and possibly aggressive interactions with other men. High density accentuates these sex-role expectations.[34]

When a male and female experimenter approached students of both sexes until told to stop, women allowed closer approaches from both experimenters than did men.[35] It is doubtful whether this can be interpreted to mean that women prefer closer interpersonal distances, for when the subjects in this study were asked to walk toward the experimenters until *they* wanted to stop, women stopped at a greater distance. It made no difference to men whether they were approached or approaching. An alternative interpretation to an unqualified affiliative one is that when women are put in a position where the reactive dimension is most salient (that is, when another is approaching) they are more "giving." But when the proactive dimension is being emphasized, they react differently by taking more space.

It may also be true that women tolerate more spatial intrusion as a result of a socialization process that inhibits the assertiveness associated with defense of territory. A recent spatial invasion experiment in libraries found that females responded to an adjacent seating invasion differently than males, particularly when the invader's presence could not be ignored. Specifically, they fled the scene; males were more likely to "hold the fort."[36]

Women's nonverbal reactivity is sometimes most pronounced in the presence of male proactivity. Silveira found that in observations of who gets out of the other's way when passing on the sidewalk, the woman moved out of the man's way in 12 of 19 observed mixed-sex encounters. Of the remaining seven cases, males and females both moved four times, and in only three cases did the man move. The person who backs off affirms the other's higher status, that is, his or her right to proceed onwards uninterrupted.[37]

---

[32] Frank N. Willis, Jr., "Initial Speaking Distance as a Function of the Speaker's Relationship," *Psychonomic Science*, 5 (1966), 221-222.

[33] Albert Mehrabian, *Nonverbal Communication* (Chicago: Aldine-Atherton, 1972).

[34] Jonathan L. Freedman, Alan S. Levey, Roberta W. Buchanan, and Judy Price, "Crowding and Human Aggressiveness," *Journal of Experimental Social Psychology*, 8 (1972), 528-548.

[35] John J. Hartnett, Kent G. Bailey, and Frank W. Gibson, Jr., "Personal Space as Influenced by Sex and Type of Movement," *Journal of Psychology*, 76 (1970), 139-144.

[36] Denise Polit and Marianne La France, "Sex Differences in Reaction to Spatial Invasion," *Journal of Social Psychology*, 102 (1977), 59-60.

The close relation for women between being responsive and being submissive in their dealings with men is evident in another study. The question investigated was whether in the simple matter of walking together, males would more often assume the position "in front of" their female partners. The reasoning was that the spatial positions *above* and *in front of* imply superiority and status, and that men in this society are accorded more of both those characteristics than are women. Presumably, if sex were not linked to status, men and women would be walking in front approximately half the time. Results showed that men were out in front significantly more often than women.[38] It is clear from these studies that in heterosexual encounters, the woman is often asked to demonstrate her responsiveness by submissiveness. These kinds of nonverbal reactions are not in evidence in same-sex encounters, however. For example, Silveira also found that when women approached women or men approached men, each moved out of the other's way half the time.[39]

It might be argued that the different postures evidenced by men and women are part of this same phenomenon. For example, Mehrabian has shown that women generally take up less space than men as the direct result of the way they position themselves. It is not simply that women are generally smaller physically than are men, but women emphasize this difference further by sitting with arms close to their sides and legs crossed at very small angles. In contrast, men sprawl more, draping arms over backs of chairs, and either stretching legs out in front or crossing them at larger angles. Such expansive postures take up more space and thereby create larger personal space zones.[40]

In like fashion, it has been found that male and female college students carry their books in consistently different ways. Women were found to wrap one or both arms around books and to rest the short edges of the books in front of the body against the stomach and chest region. In contrast, men were more likely to support their books by one arm and hand at the side of the body, with the long edges approximately horizontal.[41] The female carrying methods result in positions that are more compact, while the male carrying methods are more expansive.

---

[37] Jeanette M. Silveira, "Thoughts on the Politics of Touch," *Women's Press*, 1 (1972), 13.

[38] K. E. Grady, L. J. Miransky, and M. A. Mulvey, "A Nonverbal Measure of Dominance," American Psychological Association Convention, Washington, D. C., August 1976.

[39] Silveira.

[40] Mehrabian.

[41] Donald A. Jenni and Mary A. Jenni, "Carrying Behavior in Humans: Analysis of Sex Differences," *Science*, 194 (1976), 859-860.

Touch. When behavior at the closest interpersonal distances is considered, sex differences are evident again. These differences are presumed to arise in early contacts between mother and child.[42] Mothers of girls were observed to touch and handle their infants at six months more than did mothers of boys and this was reciprocated at 13 months, with girls touching their mothers more than boys. For girls, touching at 13 months showed a curvilinear relationship to being touched at 6 months: girls who were touched a great deal and those who were touched very little both touched their mothers more than did girls who received a moderate amount of handling at six months. For boys, the relationship was linear: those who were touched, touched; those who were not, did not. Presumably, boys who are not touched frequently get the message during that first year of life that contact is not to be sought, whereas girls who are not touched continue to seek contact with the mother.[43] In comparisons of touching among children aged three to eleven in seven cultures, sex differences emerged. Girls sought and offered more non-aggressive contact than did boys, particularly in the younger age group.[44]

In adults, sex differences in touch have been studied, principally by questionnaires. Using a diagram of the human body, men and women have been asked to indicate where they had touched or been touched by their father, mother, and closest friend of the same and opposite sex.[45] Most touch was reported with opposite-sex friends. Women reported that the closest male friend touched them more than did their fathers, mothers, or closest women friends. Men, in contrast, reported that their closest woman friend touched them least. This difference reflects the stereotype of women's passivity in contrast to men's activity in what are most likely sexual relationships.

Women not only report being touched a great deal by men, but observations of actual touching bear this out. Henley observed that men touch women about twice as much as women touch men. This pattern was even more clear when the women lacked other status advantages such as age or social class. Henley interpreted this as a status reminder by men rather than just a simple sign of affection.[46]

---

[42] Lawrence K. Frank, "Tactile Communication," *Genetic Psychology Monographs*, 56 (1957), 209-255.

[43] Susan Goldberg and Michael Lewis, "Play Behavior in the Year-Old Infant: Early Sex Differences," *Child Development*, 40 (1969), 21-31.

[44] Beatrice B. Whiting and Carolyn P. Edwards, "A Cross-Cultural Analysis of Sex Differences in the Behavior of Children Aged 3 through 11," *Journal of Social Psychology*, 91 (1973), 171-188.

[45] Sidney M. Jourard, "An Exploratory Study of Body Accessibility," *British Journal of Social and Clinical Psychology*, 5 (1966), 221-231; Sidney M. Jourard and Jane E. Rubin, "Self-Disclosure and Touching: A Study of Two Modes of Interpersonal Encounter and Their Inter-Relations," *Journal of Humanistic Psychology*, 8 (1968), 39-48; Lawrence B. Rosenfeld, Sallie Kartus, and Chett Ray, "Body Accessibility Revisited," *Journal of Communication*, 26 (1976), 27-30.

Further, research shows that touch from a male is not always perceived as being pleasant by a woman. One study had women being either verbally instructed or physically guided in a problem-solving task by a man. They were least attracted to the man who had touched them when the task ended in failure, and were most attracted to the man who had physically guided their hand to a successful outcome.[47]

Another study attempted to specify the meaning of touch between the sexes. When unmarried college students were asked what a pat, squeeze, brush, or stroke meant when done to different body areas by someone of the opposite sex, men and women differed considerably in their responses. Women discriminated among body parts more than men did. Men seemed to be more aware of the differences between patting, stroking, and squeezing, but unconcerned about the body part involved. For women, love and friendliness were shown by touch on the hands, head, face, arms, and back but not by touch on the breast or genital areas. Women excluded touch on the breast or genital areas, and distinguished touch that signaled sexual desire from touch indicating love and friendliness. For males, pleasantness, sexual desire, warmth, and love were all similar in meaning and undiscriminated as to body parts. It seems that women make more interpersonal distinctions on the meaning of this nonverbal behavior.[48]

Talk. Although cultural stereotypes characterize women as more talkative, research shows otherwise. In most encounters between women and men, men talk and women listen. In a study of spontaneous talk in which a married couple wore recorders during a vacation at a summer resort, the husband's total share of the talking time across all situations at the resort was just over 50%. When he was in conversation with his wife, however, he talked 79% of the time.[49] When married couples were asked to reach joint decisions about questionnaire answers on which they individually disagreed, men out-talked women and won more of the contested decisions.[50] In simulations of jury deliberations, this effect was magnified; men constituted about two-thirds of the juries studied but took up 80% of the talking time.[51] Even in one-way communication, men talk more than women. When asked to describe three pictures, men talked about four times as long as women and three of the 17 men in the study talked longer than the 30-minute cassette provided them.[52]

---

[46] Nancy M. Henley, "Status and Sex: Some Touching Observations," *Bulletin of the Psychonomic Society*, 2 (1973), 91-93; Nancy M. Henley, *Body Politics: Power, Sex, and Nonverbal Communication* (Englewood Cliffs, New Jersey: Prentice-Hall, 1977).

[47] John C. Touhey, "Effects of Dominance and Competence on Heterosexual Interaction," *British Journal of Social and Clinical Psychology*, 13 (1974), 22-26.

[48] Tuan Nguyen, Richard Heslin, and Michele L. Nguyen, "The Meanings of Touch: Sex Differences," *Journal of Communication*, 25 (1975), 92-103.

[49] William F. Soskin and Vera P. John, "The Study of Spontaneous Talk," in *The Stream of Behavior*, ed. Roger G. Barker (New York: Appleton-Century-Crofts, 1963).

[50] Fred L. Strodtbeck, "Husband-Wife Interaction Over Revealed Differences," *American Sociological Review*, 16 (1951), 468-473.

[51] Fred L. Strodtbeck and Richard D. Mann, "Sex Role Differentiation in Jury Deliberations," *Sociometry*, 19 (1956), 3-11.

In conversations between men and women, part of the male dominance in speaking time is achieved by interruptions.[53] In a study comparing same-sex and cross-sex conversations, many more interruptions occurred in the latter and all were men interrupting women. In same-sex conversations, interruptions, overlaps, and silences were evenly distributed between speakers. In conversations between women and men, however, women were silent for noticeable periods of time after being interrupted, and in no case was a woman noted to protest the interruption. In addition, women in conversation with men also encountered mistimed listener responses; in three of the ten male-female conversations, male listeners delayed "um" and "hmm" responses as much as ten seconds after the women stopped speaking. Use of this paralinguistic device by male listeners resulted in women speakers dropping the topic of conversation.[54]

Another way of indicating responsiveness to others is to be a good listener. A recent study showed that when pairs of unacquainted male and female college students were asked to talk about anything they wished, gender differences in listening emerged. Both males and females spoke more to a female partner than to a male partner.[55]

CONCLUSIONS

A dominant theme throughout this review has been the belief that gender-linked nonverbal behaviors are the result of sex-role expectations. Research shows that the sexes differ in their nonverbal behaviors, and that the differences are in line with societal expectations concerning who shall play the proactive and reactive roles. There remain, however, some important considerations surrounding the gender-linked consistencies. First is the fact that gender differences are not always and everywhere present. For example, it has been suggested that gender cues become increasingly visible as children move toward early adulthood and decline thereafter.[56] Further, the authors' own observations of college students show that even at the point of maximal gender display in early adulthood, the interactional context affects what and how much gender specific behavior is displayed. Clearly, more research is needed on the very important issue of context-generated, gender-linked nonverbal display. Although there is little empirical research on cultural aspects of these behaviors, there is reason to expect that the sex differences described herein are differentially manifest in different cultures.

---

[52] Marjorie Swacker, "The Sex of the Speaker as a Sociolinguistic Variable," in *Language and Sex: Difference and Dominance.*

[53] Argyle, Lalljee, and Cook.

[54] D. H. Zimmerman and C. West, "Sex Roles, Interruptions and Silences in Conversation," in *Language and Sex: Differences and Dominance.*

[55] Norman N. Markel, Joseph F. Long, and Thomas J. Saine, "Sex Effects in Conversational Interaction: Another Look at Male Dominance," *Human Communication Research*, 2 (1976), 356-364.

[56] Ray L. Birdwhistell, *Kinesics in Context* (Philadelphia: University of Pennsylvania Press, 1970).

Second, there are notable individual differences in the degree to which women and men observe prescribed sex-role boundaries for "appropriate" nonverbal behavior. In other words, some people show greater adaptability across situations, engaging in contextually effective nonverbal behavior without regard for social stereotypes about what either sex should do. People who can be both instrumental *and* expressive, assertive *and* responsive have been called psychologically androgynous.[57] Although there is little research relating specific nonverbal behavior to androgynous versus traditional males and females, one study is suggestive. When videotapes of individuals from each of the sex-role orientations were presented to judges, strongly sex-typed males were perceived as both more masculine and less feminine than were strongly sex-typed females, with androgynous persons being perceived in between the other two groups.[58] There is no research to date, however, that has investigated whether the nonverbal behavior of androgynous persons is some combination of both stereotyped roles or whether it represents a yet-undefined third option.

Finally, sex differences in nonverbal behaviors exist within a larger societal structure. And within that structure, particularly in the United States, agency and communion are not only sex-role related, they are valued differently. The agency function is held to be more valuable, more important, inherently more consequential. Accordingly, those who demonstrate a concern with communality are seen to be engaged in matters of triviality and inconsequence. More importantly, it appears to be part of the cultural belief system that community and agency cannot go together, and hence any indication that women and men lay claim to both is suspect. Growing recognition of the importance of nonverbal behavior in communication has begun to broaden an appreciation for the multi-sensory nature of human interaction. Perhaps this further development will allow for behavior that is both proactive and reactive in men and women.

---

[57] Sandra L. Bem, "The Measurement of Psychological Androgyny," *Journal of Consulting and Clinical Psychology*, 42 (1974), 155-162.

[58] Sandra L. Bem, "Sex-Role Adaptability: One Consequence of Psychological Androgyny," *Journal of Personality and Social Psychology*, 31 (1975), 634-643; Richard Lippa, "The Naive Perception of Masculinity-Femininity on the Basis of Expressive Cues," *Journal of Research in Personality*, 12 (1978), 1-14.

Enclosure 5
Communication 380.20

NONVERBAL COMMUNICATION RESEARCH PROJECT

DIRECTIONS:

Select six individuals whom you know well. Indicate age, sex, relationship to you, setting of conversation prior to your observations. After communicating with each of the six individuals respond to the following categories:

(1) Record the frequency of kinesic cues (e.g., hand gestures, facial expressions, bodily shifts) of the other person.

(2) Observe and record the overall dress (e.g., sloppy, formal, informal, tie, suit, jeans, etc.) of the other person.

(3) Observe the conversational distance maintained in your interaction.

Construct a summary table of your observations. Based upon this data, observations from categories 1, 2, and 3 above and what you have seen, read and experienced, respond in 4 - 7 double spaced typewritten pages to the following questions. Please include in your answers specific information regarding nonverbal communication (e.g., obtained from text, handout, and/or films). Avoid glaring generalizations. Answers should be specific and meaningful. Show that you have grasped and learned something about the area of nonverbal communication. When answering, number questions separately.

1. During the course of your observations, did the nonverbal messages seem to reinforce the verbal messages encoded by speakers? Discuss and explain.

2. What gestures were used most frequently? What meanings did you interpret from those gestures? Discuss and explain.

3. Describe the body positions of the participants. What types of messages did these body positions communicate? Were people leaning toward each other? Away from each other? Discuss and explain.

4. What types of inferences do we make about people according to the way they dress? Discuss and explain.

5. How did the amount of distance between you and the speaker affect communication? Status? Role? Discuss and explain.

6. Finally, how can being more sensitive and aware of nonverbal communication behavior help you in your professional communication?

Enclosure 6
Communication 380.20

Student Evaluation: Nonverbal Communication

Undergraduate Communications Core 380.20

Instructor ______________________________

Check the appropriate response

	Strongly Disagree	Generally Disagree	No Opinion	Generally Agree	Strongly Agree
1. The nonverbal module made me more aware acutely of nonverbal communication.	______	______	______	______	______
2. The nonverbal module gave me a general overview of the study of nonverbal communication.	______	______	______	______	______
3. The media, in general, was valuable and of high quality.	______	______	______	______	______
4. The media seemed to be on the appropriate level.	______	______	______	______	______
5. Information and assignments from the nonverbal module will aid me on a professional level.	______	______	______	______	______
6. The follow-up media assignments, in general, provided with the module were of use to me.	______	______	______	______	______
7. The instructions were clear and easy to follow.	______	______	______	______	______
8. The time schedule for films was convenient for me.	______	______	______	______	______
9. I preferred going to the ILC to view the media independently as opposed to having the media presented in class and followed by discussion.	______	______	______	______	______
10. The text was of value to me	______	______	______	______	______
11. The text test was of value to me.	______	______	______	______	______

		Strongly Disagree	Generally Disagree	No Opinion	Generally Agree	Strongly Agree
12.	The film, "Communication: The Nonverbal Agenda," was a very useful part of this module.	______	______	______	______	______
13.	The film, "Without Words," was a useful part of this module.	______	______	______	______	______
14.	The amount of time required to complete the module and prepare the written and oral presentations seemed reasonable considering the times that I was not required to attend class.	______	______	______	______	______
15.	I prefer that the undergraduate communications core course be incorporated into "time-free" modules	______	______	______	______	______
16.	I would have preferred more time spent in class, with either a formal lecture or group discussion format.	______	______	______	______	______

17. How could this module be improved?

18. What do you think is a desirable feature(s) of this module?

MODULE THREE

public COMMUNICATION

COMMUNICATION CORE

MODULE: 380.30

TOPIC: Public Communication Project

MATERIALS:

Text:

Springhorn, Ron G. The Human Communicator. Burgess Publishing Co., Inc., 1980.

Enclosures:

1. Study Guide and Follow-up Guide for F 80, The Floor is Yours
2. Study Guide VC 352, Speaking Persuasively
3. Oral Communication Evaluation Form
4. Public Communication Project Guidelines (2)
5. Simple Outline Sample
6. Full-Content Outline Sample
7. Evaluation Sheet for Module 380.30

Non-Print on ILC Reserve:

1. F 80 The Floor is Yours
2. VC 352 Speaking Persuasively
3. VC 47 Sample Oral Presentation

STATEMENT OF CONTENT:

The "Public Communication Project" Module was designed to give undergraduate students an opportunity to develop their skills in: (1) idea development, (2) oral communication, and (3) written communication. A variety of information has been selected utilizing videocassettes, readings, and classroom lectures and discussion. Students should be exposed to material which aids them in presenting a public communication presentation. The materials should give students insight into the reasons why people are motivated to change their attitudes. You should be exposed to information which allows you to understand the persuasion process more insightfully.

STATEMENT OF CONTENT: (Continued)

Attempting to bring change in people through communication is an activity in which we engage every day of our lives. Students should be able to apply the information and skills they obtain from this module to their professional lives. The ability to maintain a positive image to an audience is extremely important in your attempt to become a successful professional in any field.

COMPENTENCY: OBJECTIVES

1. Use speech communication persuasively on a selected topic. Gather and organize effectively material relevant to a selected topic of persuasion.
2. Produce a coherent, logical, convincing full-content outline and simple outline urging the implementation of your proposal or the acceptance of your idea.
3. Prepare an oral presentation on your selected topic, including vivid and effective visual aids supporting your argument.
4. Present orally to a group your proposal, using visual aids effectively and conforming to established practices of public speaking.
5. Answer directly, confidently, and accurately questions from an audience concerning a presentation.
6. Use videotape equipment effectively for self-evaluation.

STUDY PLAN:

1. Read Springhorn text, chapter X, "Public Communication." Complete sample chapter test.
2. View Film 80, The Floor is Yours, enclosure 1. Complete follow-up sheet.
3. Read Springhorn text, chapter XI, "Persuasion and Communication." Complete sample test.
4. View Videocassette 352, Speaking Persuasively, enclosure 3. Complete follow-up sheet.
5. View and critique Videocassette 47, A Sample Oral Presentation. Refer to enclosure 4 for critique forms.
6. Choose an "approved" topic for your public communication project. The topic should be interesting, persuasive, and realistically a subject on which you would be an authority. It should also be specific enough so that you are able to completely research it and present it coherently in the three to five minute allotted time span.

STUDY PLAN (Continued):

7. Read and study enclosure 4, "Public Communication Project Guidelines."

8. Prepare the written full-content outline, following the Motivated Sequence Format only. Refer to enclosure 6, "Sample Full-Content Outline, "Sample."

9. Prepare the 3-5 minute oral class presentation. Also, type a SIMPLE OUTLINE (refer to enclosures 5 and 7). This must be typed and accompany the oral presentation. The SIMPLE OUTLINE represents only what material is presented during the 3-5 minute presentation. It is not the entire research effort. The SIMPLE OUTLINE is merely an extraction of the Full-content outline.

10. Make a videocassette in the ILC of your presentation. Using the critique form from enclosure 4, critique your oral presentation. All students must make a video tape of themselves. Further directions will be announced during class.

11. Read Springhorn text, chapter IX, "Anxiety and Communication." Complete sample test.

12. Complete "Module Evaluation Sheet," and turn into instructor's mailbox on the third floor. Refer to enclosure 7.

EVALUATION:

Submit to the instructor:

1. Sample text tests from chapters 9, 10 and 11.

2. Follow-up sheets for F 80 VC 352, critique sheet of VC 47, and critique sheet of your videotaped oral presentation.

3. Simple Outline when presenting oral presentation.

4. Full-Content Outline utilizing "The Motivated Sequence" format.

5. Module Evaluation Sheet, enclosure 7.

Enclosure 1
Communication 380.30

STUDY AND FOLLOW-UP GUIDE F 80

The Floor is Yours
26 Minutes

Introduction:

This film tells the story of Jim, a young executive who has to give his first presentation. "James", his alter ego, helps him plan all the steps necessary to a successful performance. James aids Jim by demonstrating the proper procedures for (1) setting the objective, (2) planning the presentation, (3) preparing the materials, and (4) presenting the presentation.

Note: Read over the following questions and use them for a guide for your viewing. Answer the questions in the space provided after viewing the videocassette.

1. How can you assess if you have a good objective?

2. How can you plan your speech horizontally rather than in linear format?

3. What are some important things to remember about the use of visual aids?

4. What was the value of Jim's rehearsal?

5. What four answers did James want Jim to supply in regard to the presentation?

    1.

    2.

    3.

    4.

6. What should you remember about the choice of language for your presentation?

7. What were the things Jim learned and incorporated into making an effective presentation?

STUDY GUIDE

SPEAKING PERSUASIVELY

VC 352 (30 min.)

I. External and internal factors are related to a speech.

A. What are the four external factors?

Define "ethos".

B. What are the four internal factors?

C. What are the three levels of language which influence style?

1.

2.

3.

D. What are some causes and cures of stage fright?

E. What are the four delivery methods and the advantages and disadvantages of each

II. Follow-up activity:

A. Set up a hypothetical speech situation.

You have decided to speak to a group of ______________________
on the subject of ____________________.

B. Now answer the following questions in relation to the hypothetical speech situation.

1. What position do you assume the group's position to be?

2. What would your "ethos" be with them?

3. What position would you hold?

4. What appeals would you use and why?

5. How would you begin and end your speech?

6. What style would you use and why?

7. What delivery method would you use and why?

ORAL COMMUNICATION EVALUATION FORM

Enclosure 3 (2)
Communication 380.30

SPEAKER'S NAME ____________________ TOPIC ____________________

TYPE OF PRESENTATION ____________________ EVALUATOR ____________________

OVERALL GRADE ____________________

---

1 = needs much improvement
2 = needs improvement
3 = average
4 = needs a little improvement
5 = needs no improvement

---

1. Appropriateness of Introduction (e.g., theoretical question, etc.		11. Vocal Variety	
2. Appropriateness of Topic		12. Vocal Rate	
3. Use of Visual Aid(s)		13. Pronunciation	
4. Use of Hand Gestures		14. Audience Eye Contact	
5. Use of Facial Expressions		15. Use of Index cards and/or notes	
6. Annoying mannerisms and/or bodily movements		16. Use of Sources	
7. Verbal pauses (e.g., Uh, Ah)		17. Credibility Building	
8. Time Constraints Obeyed		18. Summary and Conclusion (e.g., reshed)	
9. Outline (introduction, body, conclusion and/or motivated sequence		19. Overall Enthusiasm	
10. Vocal Projection		20. Overall Performance	

ORAL COMMUNICATION EVALUATION FORM

Enclosure 3 (2)
Communication 380.30

SPEAKER'S NAME

TOPIC

TYPE OF PRESENTATION

EVALUATOR

OVERALL GRADE

1 = needs much improvement
2 = needs improvement
3 = average
4 = needs a little improvement
5 = needs no improvement

1. Appropriateness of Introduction (e.g., theoretical question, etc.		11. Vocal Variety	
2. Appropriateness of Topic		12. Vocal Rate	
3. Use of Visual Aid(s)		13. Pronunciation	
4. Use of Hand Gestures		14. Audience Eye Contact	
5. Use of Facial Expressions		15. Use of Index cards and/or notes	
6. Annoying mannerisms and/or bodily movements		16. Use of Sources	
7. Verbal pauses (e.g., Uh, Ah)		17. Credibility Building	
8. Time Constraints Obeyed		18. Summary and Conclusion (e.g., reshed)	
9. Outline (introduction, body, conclusion and/or motivated sequence		19. Overall Enthusiasm	
10. Vocal Projection		20. Overall Performance	

ORAL COMMUNICATION INTERPRETATION SHEET AND CHECKLIST

1. Your introduction must be in the form of either a rhetorical question, startling statement, quote, and/or story or illustration. It should be attention gaining and exciting. Never start an oral presentation with "I am going to talk about..."

2. Your topic should be an approved topic by the instructor. It should follow the specified requirements.

3. You MUST use a visual aid. You should guide the audience when using the visual aid. It simply being there does not suffice. It must be used ot its fullest potential.

4. Hand gestures are a must. You must use hand gestures to accent and emphasize the verbal message(s). Therefore, your hand gestures must be coordinated with the verbal message and any other nonverbal messages.

5. You must show emotional status via facial expressions. It is not good enough to speak with a deadpan facial expression. Also, if you are talking about a serious topic it is not appropriate to constantly smile. You must provide the audience with a variety of facial expressions which are coordinated with the verbal message(s).

6. There are many annoying mannerisms and bodily movements which detract from your overall delivery. Keep these to a minimum. Avoid playing with a pencil, tapping on the podium, hands in pockets, arms behind back, playing with your hair, clouching, shifting back and forth to mention only a few.

7. Avoid time filler verbalizations. Do not say "Uh Hh" or "Ah" or any other seemingly meaningless verbalizations. These verbalizations are very distracting and annoying to the audience. They definetely detract from your overall delivery.

8. You must obey the time limits set on the oral presentation.

9. The outline MUST follow the guidelines.

10. You must not mumble or whisper. Everybody in the audience must be able to hear your presentation. It is very distracting for audience members to have to hassle to hear the speaker. Be sure you are not too loud as well.

11. You must vary your voice during the presentation. Avoid a monotone speaking voice, it puts the audience to sleep. You vary your vocal quality to emphasize different parts of the oral presentation. The audience does not know what is important and what is not. It is up to you via the vocal quality to indicate where the emphasis lies.

12. Vocal rate refers to how slow or fast you are talking. You must find a comfortable rate to speak so the audience can process the information you are presenting to them. If you go too fast the audience will not hear and/or remember what you have said. If you go too slow the audience will get restless and bored and begin to ignore you.

13. You must pronounce all words correctly and clearly.

14. You must maintain direct and moving eye contact with your audience. Do not continually look at the manuscript. Also, do not continually look at one person in the audience. Each and every qudience member is important.

15. Use your index card and notes appropriately. Do not shuffle the notes and index cards, this distracts the audience from your message. Also, do not read the notes. Use notes and index cards only as a guide and not as a crutch. Do not become overdependent on the notes and index cards.

16. You are asked to use sources in your presentation. Refer to information on forms of support. Using sources only enhances your overall credibility. Audiences do not want to listen to an opinionated speaker.

17. You can build your credibility in a number of ways. Refer to information on the construct of credibility. However, two crucial ways to enhance your credibility is to either use sources and a variety of forms of support or supply information concerning your qualifications to speak on the topic of your presentation.

18. You must provide the audience with a good organized summary. Do not rush right to the end and simply leave the audience abruptly. Summarize by reiterating the main points. You can also close with a final argument and/or quotation. The closing is another chance to be creative and attention getting.

19. You must appear very enthusiastic about your topic and presentation. How can you expect other people to get excited about your topic and ideas(s) if you are not excited.

20. Overall performance refers to your general grasp of public communication skills. How well your delivery was performed. It refers to a general rating to a general rating on the entire oral communication effort.

Enclosure 4
Communication 380.30

PUBLIC COMMUNICATION PROJECT GUIDELINES

You are attempting to research an area where you are likely to be called upon to speak. It must be realistic and adaptable to an audience which exists. You are asked to research an area and outline the work you have completed on the project following the FULL CONTENT OUTLINE using the motivated sequence format (refer to enclosures 2 and 6).

After you have completed this extensive persuasive campaign on a selected area, you are required to extract a 5-7 minute oral presentation out of the FULL CONTENT OUTLINE.

When you present your 5-7 minute oral presentation you should utilize at least one visual aid (e.g., overhead, chart, slides, model). You should hand to the instructor a SIMPLE OUTLINE (see simple outline sample). This typed outline follows the motivated sequence format but is written up according to the following structure (also refer to enclosure 7 for sample):

SIMPLE OUTLINE

TOPIC STATEMENT: (1) topic and (2) either Pro or Con Attitude

TARGET AUDIENCE: Specifically who the talk-is aimed at

Introduction - written out in full. The introduction includes your method of introduction (e.g., rhetorical question, story or illustration, startling statement, or quotation).

BODY:

Consists of all major points (at least three major points). It also consists of all sub-points. The sub-points would provide support for the major points (at least three references or forms of support are required). You must also identify the source of your information each time you provide a type of support.

CONCLUSION:

Also written out in full. It ocnsists of a brief summary of the major points. Not a rehash of the entire speech, only a brief recall of the major points. The conslusion should also, include your final appeal and/or argument. Here is the place to call for action.

REFERENCES:

List only those references used in the presentation.

Enclosure 4
Communication 380.30

It should be crystal clear that this project is an extensive research investiagation where you are requested to utilize the motivated sequence. This specifically states that you are asked to organize, produce, investigate, and solve a problem by presenting a persuasive oral presentation (providing the audience with solutions to the problem) accompanied by a Simple Outline and finally an extensive Full Content Outline reflecting the entire research effort. Remember, the oral presentation and the Simple Outline only reflect a part of the Full Content Outline material. The Full Content Outline material is the in-depth research effort.

The best way to approach this project would be to first complete the Full Content Outline. Second, extract out of the Full Content Outline a 3-5 minute oral presentation accompanied by a Simple Outline. The Simple Outline contains only that material which is given in the oral presentation).

Also, remember that a visual aid is required. Each person must use at least one visual aid. It can be in a variety of forms. A visual aid can be a chart, graph, picture(s), poster(s), slides, overhead(s), and/or objects.

SIMPLE OUTLINE

Topic Statement: Television viewing can adversely affect a child's development unless a plan for selective and regulated viewing is implemented.

Target Audience: parents of elementary school PTA

Type of introduction -->

I. Did you know that by the time a child finishes high school he has spent 11,000 hours in the classroom but over 15,000 hours watching television?
   A. Impact of TV in America
   B. Impact of TV on day-to-day lives

II. Effects of TV on children
   A. Violence
      1. 1971 Surgeon General's investigation--indicates negative effect of violence on children
      2. Dr. Althea Stone--emotional reactions
      3. Leonard Eron--increased aggressive behavior
      4. Dr. George Gerbner--cartoons
   B. Observational Learning Theory
      1. Children imitate what they see on television
      2. Children learn when it is appropriate to act or not to act
   C. Distorted conception of reality
      1. Heavy TV viewers have exaggerated ideas of the dangers of the world and are fearful of life
      2. Other distortions
         a. Criminals are always caught.
         b. Problems are solved easily.
         c. Things usually work out for the best.
         d. Stereotypes.

III. These results point toward a need for something to be done now.
   A. Selective viewing--select and watch with your child
   B. Regulated viewing--two hours daily.
   C. Action for Children's Television

IV. A child's achievement level could be seriously affected if something is not done early.
   A. Television viewing and IQ scores
   B. Quality of children's play and television viewing
   C. Affects ability to read and use imagination
   D. Classroom can become boring to a child

V. As parents, you have a responsibility which cannot be ignored--establishing guidelines for television viewing. Talk about TV with your child, watch TV with your child, and help your child select TV programs. Remember that by the time a child is three or four years old, he is a regular television viewer. Care enough about your children to do something now. Write to Action for Children's Television at this address. Tell them you are interested and they will send you free information. Most importantly, realize that television is your child's early window to the rest of the world.

REFERENCES

Katz, Lilian G. "Watch Your Television Watching Child" Parents Magazine, November, 1979

Kaye, Evelyn. The ACT Guide to Children's Television (Boston: Beacon Press, 1979)

Launius, Philip. "Boob Tube Addict Kicks the Habit" Arkansas Gazette, February 28, 1980

Liebert, Robert M., John M. Neale and Emily S. Davidson. The Early Window: Effects of Television on Children and Youth (New York: Pergamon Press, Inc., 1975)

Perney, Jan, Janet Freud and Alicerose Barman. "TV Viewing and Early School Achievement" Phi Delta Kappan, May, 1978

Safran, Claire. "Results of the Redbook Poll" Redbook Magazine, October, 1979

Enclosure 6
Communication 380.30

SAMPLE

FULL-CONTENT OUTLINE

Attention Step

I. Did you know that under the present fee-for-service system many Americans die each year because they are too poor to receive medical care or because the care they receive is inferior or delayed?

Startling statements of fact.

- A. Senator Edward Kennedy reports that millions of persons are priced out of the medical-care market.

  Specific instances in support of statement.
- B. Often doctors are too busy to make thorough diagnoses or to supervise the therapies they prescribe.
- C. Many people in lower income brackets delay seeking needed care.
  - 1. They do not visit their doctor until after a serious condition has developed.
  - 2. Treatment may be postponed so long that it is not effective when given.
- D. These facts are increasingly becoming a reality for more and more Americans.

II. There is no question that each of you is affected by this problem.

Statement relating subject to listeners.

- A. Economists warn that medical costs will continue to rise sharply.
- B. Responsible critics believe that the fee-for-service system will continue to provide less than the best kind of medical care.
- C. As costs rise, more and more persons will delay seeking the help they need.

III. These deficiencies in our present system can be repaired only through a comprehensive program of medical care available to all citizens.

Transition to Need Step.

Need Step

I. Any program of comprehensive medical care must meet three criteria.

Criteria for a sound medical program.

- A. The system must deliver services to large numbers of people.
- B. The system must be efficient.
- C. The system must have built-in quality controls.

Need Step

II. In the past, these criteria have been ignored.

General statement of need.

A. Present medical-delivery systems have failed to provide services to a great many people.

1. Sometimes individuals must wait days or weeks for an appointment with their doctor.

Supporting explanation and statistics.

2. Often doctors are so overworked that they refuse to take new patients.

3. Many Americans find themselves in a dilemma.

a. Either they go without care because it is too expensive.

b. Or they receive medical care at the risk of financial bankruptcy.

(1) Last year alone, over two million persons went without needed care.

(2) Over the last few years, several hundred thousand families have been forced into bankruptcy.

B. The present system of delivering medical services is inefficient.

1. There is a serious maldistribution of medical manpower.

a. Rural areas have a shortage of doctors.

Barriers to efficient medical care.

(1) Studies show that several hundred rural communities have been without a doctor for many years.

(2) Rural communities lack the economic base necessary to attract skilled physicians.

b. Our "inner cities" also have a serious shortage of doctors.

(1) Doctors in these areas often have difficulty in collecting their fees.

(2) The dangers of inner-city life discourage doctors from practicing there.

Need Step

2. Planning to correct the the present maldistribution is difficult under our existing system.

    a. There is no central planning agency.
    b. There is no authority to implement recommendations offered by students of the problem.

C. Our present medical system lacks built-in quality controls.
   1. When doctors practice privately, thorough peer review is difficult.

        a. County medical associations are not effective policing bodies.
        b. Consultation with specialists often is difficult.
   2. Because quality control is lacking, mistakes are made.

Effects of poor quality controls.

        a. Many patients are hospitalized needlessly.
            (1) This places a further burden on our already overcrowded hospitals.
            (2) It consumes time and attention that should be devoted to the seriously ill.
        b. There are documented records of thousands of patients who suffered and died needlessly because of the poor quality of care.

D. Existing government and private insurance programs cannot solve these problems.

Existing alternatives inadequate.

   1. Government programs have serious deficiencies.
        a. The services they provide are not comprehensive in scope.
        b. These programs are understaffed and underfinanced.
   2. Private programs also have weaknesses.
        a. Many persons cannot afford them.
        b. They do not cover catastrophic illnesses.

Need Step

III. It is high time that we institute a medical-delivery system that meets the three criteria described.

Statement summarizing Need Step.

Satisfaction Step

I. A twofold program of comprehensive medical care should be implemented as soon as possible.

- A. A national system of prepaid group-medical practices should be phased in over a five-year period.
- B. Within each practice group a rigorous program of peer review should be instituted.

Program required to solve need.

II. Such a program would meet the three requisities of a sound medical-delivery system.

First criterion considered.

- A. Prepaid group-medical practices can provide greater access to medical services.
  - 1. By eliminating the fee-for-service system, the cost of medical care would be reduced.
  - 2. The Kaiser Permanente program attests to the reduced costs unique to a prepaid system.

Support by explanation.

    - a. The Kaiser program charged people a standard yearly fee for all medical services, regardless of type or amount.
    - b. These fees were scaled according to an individual's ability to pay.
    - c. This system eliminated the cost preclusions that occur under the fee-for-service plan.

Support by example.

- B. Prepaid group practices can raise the efficiency of medical services.
  - 1. Organizing doctors into groups increases the amount and the efficiency of medical care.
    - a. Under the Kaiser program 20 percent more service was provided.
    - b. Studies show that group practices are 40 percent more efficient.

Second criterion considered.

Support by explanation and statistics.

Satisfaction Step

C. Prepaid group practices can improve the quality of medical care.

Third criterion considered.

1. Under the group system, other doctors are readily available for consultation.

2. When doctors work under scrutiny, the quality of care is enhanced.

a. Studies show that when doctors practice in groups there is more innovation and updating.

b. Under the Kaiser program there was a significant reduction in the number of unnecessary operations.

III. Programs comparable to the prepaid group system have obtained encouraging results.

Practicability (workability) of system advocated.

A. A similar program was established in England.

Support by example.

1. Doctors cooperated willingly.

2. Access to medical care improved.

3. Serious maldistribution and shortages of personnel were avoided.

4. The overall quality of care was enhanced.

B. American studies also show the feasibility of this system.

Support by expert testimony and recent studies.

1. Investigations conducted by the U.S. Senate show that the cost of phasing in such a program would be minimal.

2. Experts contend that within a ten-year period, prepaid systems of group practice would be nationwide.

3. Doctors and medical economists agree that such a system makes medical care more accessible.

Visualization Step

I. Unless it is drastically overhauled, our present method of delivering medical care will continue to deteriorate.

Negative development of Visualization Step.

A. More and more Americans will be priced out of the medical-care market.

1. Even persons with substantial incomes will be affected.

2. You and your family could suffer.

Appeal to fear.

B. The efficiency of the system will continue to decline.

C. More unnecessary operations and other services will be performed.

Visualization Step

1. These will increase costs.
2. These will result in needless deaths and suffering.

II. Only by establishing a system of comprehensive medical care along the lines indicated can these undesirable developments be averted.

Appeals to security and well-being.

Action Step

I. A comprehensive program of medical care for all demands the full cooperation of every citizen.

Program of action recommended.

- A. We can begin right here in our town by instituting one or more prepaid group practices.
  1. Such groups already exist in some cities.
  2. Doctors who now practice in partnerships would be approached.

Practicability of action shown.

- B. We must act today, not later.
  1. The problem exists here and now.
  2. Each year it grows more serious.

Need for prompt action stressed.

II. Indicate your interest by signing your name on the sheet I am circulating.

Specific overt action called for. Appeals to self-preservation and future benefits.

- A. You will derive the satisfaction of helping bring more and better medical care to present and future members of this community.
- B. Remember that the life you save may be your own.

Bibliography

Rashi Fein. The Doctor Shortage (Washington, D. C.: Brookings Institute, 1968).

Victor R. Fuchs, ed., Essays in Economies of Health and Medical Care (New York: Columbia University Press, 1972).

Alex Gerber. The Gerber Report (New York: D. McKay Co., 1971).

Edward M. Kennedy. In Critical Condition (New York: Simon & Schuster, Inc., 1972).

Anne R. Somers, ed. The Kaiser-Permanente Medical Care Program (New York: Commonwealth, 1972).

Seminar on the National Issues of Health Care in Washington, D. C., 1976 (New York: Public Relations Society of America, 1976).

See also The National Health Care Hearings of the 90th Congress (Both Senate and House of Representatives).

Enclosure 7
Communication 380.30

STUDENT EVALUATION: Public Communication Module

Undergraduate Communication Core 380.30

Instructor:__________________________

Check the appropriate response

	Strongly Disagree	Generally Disagree	No Opinion	Generally Agree	Strongly Agree
1. The persuasive presentation prepared me adequately for giving an oral report.	______	______	______	______	______
2. The media, in general, was valuable and of high quality.	______	______	______	______	______
3. The media seemed to be on the appropriate level.	______	______	______	______	______
4. The media worksheets provided with the module were of use to me.	______	______	______	______	______
5. The follow-up media assignments provided with me the module were of use to me.	______	______	______	______	______
6. The instructions were clear and easy to follow.	______	______	______	______	______
7. I preferred going to the ILC to view the media independently, as opposed to having the media presented in class and followed by discussion.	______	______	______	______	______
8. The following media was valuable to me in preparing my persuasive written report:					
F 80 The Floor Is Yours	______	______	______	______	______
VC 352 Speaking Persuasively	______	______	______	______	______
VC 47 Sample Oral Presentation	______	______	______	______	______
9. The follow-up text tests were of value to me	______	______	______	______	______

	Strongly Disagree	Generally Disagree	No Opinion	Generally Agree	Strongly Agree
10. The text was of value to me	______	______	______	______	______
11. The amount of time required to complete the module and prepare the written and oral presentations seemed reasonable considering the time that I was not required to attend class.	______	______	______	______	______
12. I perfer that the Undergraduate Communication Core course be incorporated into "time-free" modules.	______	______	______	______	______
13. I would have preferred more time spent in class with either a formal lecture or group discussion format.	______	______	______	______	______

14. How could this module be improved? Explain.

15. What do you think is a desirable feature(s) of this module? Explain.

module four

SMALL GROUP COMMUNICATION

UNDERGRADUATE COMMUNICATION CORE

MODULE: 380.40

TOPIC: SMALL GROUP COMMUNICATION

MATERIALS:

Text:

Springhorn, Ron G. Exploring Human Communication: A Basic Understanding. Collegiate Publishing Co., Inc. 1978.

Enclosures:

1. Group Expectations Inventory
2. Communication and the Small Group
3. Study Guide for F- 79, Group Dynamics: "Groupthink."
4. Who Do We Save? Activity
5. Study Guide for F 142, Leadership Styles.
6. Study Guide and Follow-Up Sheet, F 103, Confronting Conflict.
7. Small Group Communication Response Sheet.
8. Task Force Project
9. Prescriptive Problem Solving Model
10. Small Group Peer Evaluation Form (4)
11. Society Encourages Rape
12. Evaluation Sheet for 380.40

Non-Print on ILC Reserve:

1. F 79 Group Dynamics: "Groupthink"
2. F 142 Leadership Styles
3. F 103 Confronting Conflict

STATEMENT OF CONTENT:

Small groups are an integral part of our very complex society. The small group arena gives us an opportunity to combine a varity of specific talents, skills, and knowledge to solve the complex problems posed to us in a technological era. However, in conjunction with the opportunity to produce solutions which are greater than the sum of the parts of a group, are many problems which small group participants much resolve. This module will expose the student of communication to classroom discussion and interaction concerning small group communication. Topics such as communication conflict and resolution, leadership, and decision-making will be dealt with. Students will have an opportunity to participate in a task-force group project designed to test the skills of group members in the dynamics of small group decision-making. Groups will attempt to work on and solve a real-life problem which exists in the community. The problem and solutions will then be presented to the class for discussion and evaluation.

OBJECTIVES:

Upon completion of this module you will be able to:

1. Describe the various modes of leadership style.
2. Describe the various decision-making/problem-solving models.
3. Describe conflict in a small group and methods of resolution.
4. Construct a model and definition of small group communication.
5. Reach consensus in a small group on the "Who Do You Save?" Activity.
6. Become sensitive about the group dynamics in a small group task-force.

STUDY PLAN:

1. Complete "Group Expectations Activity," refer to enclosure 1.
2. Read enclosure 2, "Communication and the Small Group."
3. View film 79, Group Dynamics: Groupthink. Refer to enclosure 3. Complete follow-up sheet.
4. Read Springhorn text chapter 9, "The Decision Making Process," complete Sample test, pp. 167 - 170.
5. Read Study Guide for class Activity, "Who Do You Save?" (enclosure 4)
6. View film 142, Leadership Styles. Refer to enclosure 5 and complete follow-up sheet.

STUDY PLAN: (Continued)

7. View film 103, Confronting Conflict. Refer to enclosure 6 and complete follow-up sheet.
8. Read Springhorn text chapter 10, "An Approach to Conflict and its Management." Complete Sample test, pp. 185 - 187.
9. Read and complete enclosure 7, "Small Group Communication Response Sheet."
10. Read Task Force Group Project Guidelines - enclosure 8. Be sure to be placed in a small group.
11. Have your group project topic approved by instructor.
12. Schedule and complete Task Force Project class presentation. Refer to enclosures 8, 9, 10, 11.
13. Complete Task Force Project Type-Written Group Paper.
14. Complete "Peer Evaluation Sheets," on all group members. Refer to enclosure 10.
15. Complete "Module Evaluation Sheet," and turn anonimously into instructor's mailbox on the third floor. Refer to enclosure 12.

EVALUATION:

1. Group Expectations Inventory.
2. Who Do We Save? (Activity)
3. Small Group Communication Response Sheet
4. Task Force Project Presentation and Paper
5. Task Force Project Peer Evaluations
6. Follow-up Sheets for F 142, Leadership Styles
7. Module Evaluation Sheet, enclosure 8. Not to be used to determine grade. (Hand in separately).
8. Submit sample text tests from chapter 9 and 10 to instructor.

Enclosure 1
Communication 380.40

GROUP EXPECTATIONS INVENTORY

There are many occasions when one feels confused and dissatisfied with what happens in the groups he/she belongs to. One may have some idealized picture in his/her mind of the type of group member he/she would like to be. This activity will give one an opportunity to express his/her feelings about such issues. Briefly comment on the following statements.

List six groups you are presently involved in: (e.g., church, club, business, school, PTA, etc.)

a. d.

b. e.

c. f.

1. Things I would like to UNDERSTAND about the groups I work in or associate with.

2. Things I would like to learn HOW TO DO better in groups.

(Continued on next page.)

3. FEELINGS I have in groups which I would like to change or improve.

WORKSHEET

COMMUNICATION AND THE SMALL GROUP

Small groups form a variety of purposes. Some of these include the following:

1. People who feel a common concern about a problem use groups to devise solution for or take some action about that problem.
2. Groups are used to bring together people of various professional capabilities to investigate a problem and propose solutions to somebody or person with the power to implement them.
3. Regularly designated legislative and decision-making groups deal with public issues.
4. Groups are used by established organizations, companies, schools, govermental units, and so forth, to deal with problems as they arise on a regular basis.
5. Groups may be used to prepare implementation plans for previously designated programs or policies.

While there exist as many definitions for small group communication as there are students studying the subject, a useful definition for our purposes is the following:

> The face-to-face interaction of three or more persons in such a way that members are interdependent upon one another and that members are able to recall the characteristics of the other members. Further, a discussion requires at least these crucial elements:

1. Cooperation is paramount to discussion.
2. Interaction occurs continuously.
3. A group exists (based upon the definition).
4. Verbal discourse is the primary medium of communication. Nonverbal behavior also is used for communication in a small group.
5. Interpersonal perception is a characteristic.

COMMUNICATION AND THE SMALL GROUP (Continued)

We realize that small groups provide a unique atmosphere for communicating. We know that when we are conversing with one person and another individual enters into the discussion, the atmosphere and dynamics seem to change. This change is due to the uniqueness of the small group communication arena. Some features include:

1. Frequent interaction.
2. Development of a group personality.
3. Establishment of group norms.
4. Coping behavior.
5. Role differentiation.
6. Interdependent goals.
7. Assembly bonus effect: this refers to the extra productivity that is caused specifically by the nature of groups.

Enclosure 3
Communication 380.40

STUDY GUIDE

F 79 - Group Dynamics: "Groupthink"

(23 Min.)

Introduction:

The book, Victims of Groupthink, by Dr. Irving L. Janis presents an analysis of the reasons why many cohesive groups are particularly susceptible to what he called "groupthink". This film illustrates and discusses eight symptoms of "groupthink".

Before viewing:

Study the following terms and follow-up questions to be answered after viewing which can serve to direct your attention during viewing:

groupthink
cohesive group
invulnerability
stereotype
rationalization
unanimity
deviant member
"mind guarding"

View the film:

After viewing the film:

Define groupthink.

What is the major tendency of a cohesive group?

What are the eight (8) symptoms of groupthink?

1.
2.
3.
4.
5.
6.
7.
8.

What role does leadership play in groupthink?

What characteristic of "groupthink" interferes with group decision making?

Enclosure 4
Communication 380.40

"WHO DO WE SAVE?" ACTIVITY

DIRECTIONS

This exercise is to be done in groups. The group is to pretend that all of civilization has been wiped out by World War III except ten (10) people who have somehow survived in a bomb shelter. However, there is only enough food, water, and oxygen available to keep seven (7) people alive until the fallout levels are safe enough to leave the bomb shelter. Your task is to choose which seven (7) people will survive and start a new society. The group must reach a unanimous decision on which three (3) people must go.

1. A high school girl, age 16.
2. A male minister, age 70.
3. A pregnant, hysterical woman, age 23.
4. Her husband, age 25.
5. A male laboratory scientist.
6. An armed male policeman, age 51.
7. A female singer, age 24.
8. A professional female athlete, age 27.
9. A famous female writer, age 31..
10. A male electrician.

WORKSHEET

STUDY GUIDE

F 142 Leadership Styles

1. Explain why leadership and liking are important attributes in a leader.

2. How does the film define effective leadership?

3. What differences and/or familiarities exist between the two definitions of leadership styles? (Explain)

4. Diagram the Contingency Model.

5. Which type of leadership style would be appropriate for a problem, solving group project? Why? (Discuss/Explain)

6. Distinguish between task motivated and the relationship motivated leader. Why is each leadership style important in the decision-making process? (Discuss/Explain)

STUDY GUIDE and FOLLOW-UP SHEET

F 103, Confronting Conflict, 30 Min.

INTRODUCTION

An advertizing group holds an initial team - building session providing insight into team building practice and encourages viewers to try it for themselves.

BEFORE VIEWING:

Read the questions that are to be answered after viewing.

AFTER VIEWING:

Answer in writing the following questions:*

1. How would you define interpersonal conflict?
2. Is conflict always a negative aspect of small group communication? Explain.
3. How does nonverbal communication increase and/or reduce conflict in a small group setting?
4. Can individuals with conflicting personalities work effectively in a problem-solving group?
5. Now that you have viewed this case study on conflict, suggest several ways to reduce interpersonal conflict in a small group.

* Answer questions on separate page.

Enclosure 7
Communication 380.40

SMALL GROUP COMMUNICATION RESPONSE SHEET

Directions:

Respond to the following questions.

1. What is a group? Generate a definition.

2. What effect does the classroom environment have on the group (e.g., climate, performance, interrelationships, etc.)?

3. In the "Who Do We Save Activity" what cues did the members give each other to indicate that they were a part of the group that was formed?

4. In the previous activity, have you attained a group identity? Why or why not?

5. From the previous activity, can you differentiate among the roles that are being created and enacted? Who is the leader? Are there several kinds of leaders? Who did what to whom?

6. What are the basic functions which groups serve?

7. Now generate a model of small group interaction. Does this model differ from an interpersonal model of communication? If so, why? Does this model have any relevance to your definition of a small group? Discuss.

WORKSHEET

TASK FORCE PROJECT GUIDELINES

1. You must select a group of three to four individuals.

2. You must choose a "CONTEMPORARY" problem. Do not make the problem too general or too abstract. It must be a problem that can possibly be solved within the scope of your inquiry and investigation.

3. You should do extensive analysis, investigation, and research on the area. Support all your contentions with data. This data should be statistics, articles written in the area, newspaper clippings, library materials which support your ideas.

4. You should select an audience(population) which you are going to poll regarding your problem. Since it is a contemporary issue, you will want to know something about how your problem is reflected in a sample population. Hopefully you can draw some conclusions and/or generalizations regarding your data. You can use observational techniques, case studies, interviews, questionnaire, research investigations to study the phenomenon that you wish to examine.

5. You must interpret your data and relate it to the rest of your material. There must be a synthesis of all materials presented.

6. You will be graded on six dimensions: (1) how well the group presents the material, (2) how well the group organizes the material (going from presentation of problem to solutions and implementation of decisions), (3) the quality and amount of material gathered to support the problem and its solutions, (4) the formal paper -see 10 below-, (5) peer evaluations, and (6) overall quality and effect.

7. This must be a professional job in many respects. You must iron out your own problems which arise in the group. You must approach this project as if you are an actual committee selected to research an area and gather data, and provide solutions and suggestions for implementation. You will be expected to operate as a group and not just a collection of individuals.

8. You will be required to present you entire effort of work to the class. You can be as creative in your presentations as you want. It can be a group discussion, a panel discussion, a play, an interview, etc. Do whatever gets the message across and fulfills those six criteria above.

9. In order to make sure everybody in the group does his/her share of the work, you will all have an opportunity to rate each other at the finish of the project.

10. The group must submit a formal paper which reflects the work accomplished in the presentation. It should include the decision-making/problem-solving approach used, information and sources gathered, and solutions suggested. The paper should be 5-7 pages double-spaced type-written.

PRESCRIPTIVE PROBLEM SOLVING MODEL

I. A Difficulty If Felt Or Expressed

II. The Nature Of The Problem Is Defined

   A. Delimit the problem area to a manageable size
   B. Construct parameters for the problem area

III. The Nature Of The Problem Is Analyzed

   A. Background of the problem is defined
   B. Current information concerning the problem is gathered

IV. Possible Solutions Are Suggested To Solve The Problem

   A. The group members brainstorm

V. Criteria Is Selected For The Solutions

   A. The solutions are compared by testing each against selected criteria, and the best solution is selected

VI. The Best Solution Is Implemented, Tha Is, Put Into Effect Or Action

---

Assumptions Of This Model:

1. step by step progression of events in the group process
2. assumes a tendency of members to be rational
3. assumes an inherent importance for task oriented behaviors over socio-emotional behaviors

Enclosure 10 (4)
Communication 380.40

SMALL GROUP COMMUNICATION PEER EVALUATION FORM

EVALUATOR'S NAME ____________________ PERSON BEING EVALUATED ____________________

RATING SCALE

Disagree 1 2 3 4 5 6 7 8 9 10 Agree

1. contributed an equal share to the project _____
2. was an asset to the group's task _____
3. showed antagonism often _____
4. attended group meetings regularly _____
5. was prepared for group meetings _____
6. provided a friendly and enjoyable atmosphere _____

ADDITIONAL POSITIVE OR NEGATIVE COMMENTS ABOUT THIS PERSON

ADDITIONAL POSITIVE OR NEGATIVE COMMENTS ABOUT THE GROUP EXPERIENCE

SMALL GROUP COMMUNICATION PEER EVALUATION FORM

EVALUATOR'S NAME ____________________

PERSON BEING EVALUATED ____________________

RATING SCALE

Disagree 1 2 3 4 5 6 7 8 9 10 Agree

---

1. contributed an equal share to the project _____
2. was an asset to the group's task _____
3. showed antagonism often _____
4. attended group meetings regularly _____
5. was prepared for group meetings _____
6. provided a friendly and enjoyable atmosphere _____

ADDITIONAL POSITIVE OR NEGATIVE COMMENTS ABOUT THIS PERSON

ADDITIONAL POSITIVE OR NEGATIVE COMMENTS ABOUT THE GROUP EXPERIENCE

SMALL GROUP COMMUNICATION PEER EVALUATION FORM

EVALUATOR'S NAME ________________

PERSON BEING EVALUATED ________________

RATING SCALE

Disagree 1 2 3 4 5 6 7 8 9 10 Agree

---

1. contributed an equal share to the project ______
2. was an asset to the group's task ______
3. showed antagonism often ______
4. attended group meetings regularly ______
5. was prepared for group meetings ______
6. provided a friendly and enjoyable atmosphere ______

ADDITIONAL POSITIVE OR NEGATIVE COMMENTS ABOUT THIS PERSON

ADDITIONAL POSITIVE OR NEGATIVE COMMENTS ABOUT THE GROUP EXPERIENCE

SMALL GROUP COMMUNICATION PEER EVALUATION FORM

EVALUATOR'S NAME ____________________

PERSON BEING EVALUATED ____________________

RATING SCALE

Disagree 1 2 3 4 5 6 7 8 9 10 Agree

1. contributed an equal share to the project _____
2. was an asset to the group's task _____
3. showed antagonism often _____
4. attended group meetings regularly _____
5. was prepared for group meetings _____
6. provided a friendly and enjoyable atmosphere _____

ADDITIONAL POSITIVE OR NEGATIVE COMMENTS ABOUT THIS PERSON

ADDITIONAL POSITIVE OR NEGATIVE COMMENTS ABOUT THE GROUP EXPERIENCE

Enclosure 11
Communication 380.40

Letters To The Editor

Society encourages rape

Editor,

In doing a class project, I came across some interesting aspects concerning rape. Rape is any sexual intimacy forced on one person by another. In doing this research, I found most people are either misinformed or ignorant about the subject matter, because so much of rape is based on myths and misconceptions. With this in mind, my argument is that our society encourages the event to take place.

One of the commonest myth is that men have greater sexual needs, that their sexuality is more urgent than a woman's, and it is the nature of human beings to want to live up to what is expected of them. This myth is as untrue but is very surprising how many people actually believe this to be true. We all know men are not beasts. They are quite capable of controlling themselves and it is not the woman's responsibility to do it for them. Even if a girl kisses a man good-night she is not inviting rape. Men know that even if women don't know. They know they don't get out of control. This myth has provided a convenient way for men to evade responsibility for their own sexual actions.

Another common belief is that many men believe that a woman's "no" may always be a "yes." If a woman is deceived, it is her own fault. She is really not allowed to say "yes," she is expected to require some seduction and so she is not believed when she says "no." A woman can say "no" all day, but if she has gotten herself into what is a compromising situation, she will not be believed. At the present time, the rapist has the best of both worlds--women who are taking more risks, and a society which says that if they take those risks they deserve whatever they get. People believe in a just world where people deserve what they get.

This rape problem extends beyond the sexual assault to a society that encourages sexual aggression by men and endorses passivity among women. Women are seen as legitimate objects of sexual aggression which defines men as possessors of women. In our American dating system, women are groomed to compete for men who will shower them with attention and favors, while men are socialised to expect sexual reward for their attention to women. It is this socially approved passivity that so often results in the victimizing of women. This passivity has nothing to do with the recently invented "victim precipitated" forcible rape. This term is an academicians substitute for the popular myth that women bring rape upon themselves, and part of the ancient process whereby male rapists receive, if not total absolution, at least partial forgiveness.

These examples are only a few I have chosen to present. There still exists so much that women really aren't interested simply because they never thought of themselves as victims, and men who are still not concerned enough about the problem of rape. I just hope by reading this little article people will open their eyes and realize how much society encourages rape.

Rosalind Gachupin

Enclosure 12
Communication 380.40

STUDENT EVALUATION:

Undergraduate Communications Core 380.40

Instructor______________________________

Check the appropriate response

	Strongly Disagree	Generally Disagree	No Opinion	Generally Agree	Strongly Agree
1. The small group communication module prepared me adequately for small group decision-making situations.					
2. The media, in general, was valuable and of high quality.					
3. The media seemed to be on the appropriate level.					
4. The media worksheets provided with the module were of use to me.					
5. The instructions were clear and easy to follow.					
6. I preferred going to the ILC to view the media independently, as opposed to having the media presented in class and followed by discussion.					
7. The following films were of use to me:					
F 79, Group Dynamics: "Groupthink"					
F 142, Leadership Styles					
F 103, Confronting Conflict					

	Strongly Disagree	Generally Disagree	No Opinion	Generally Agree	Strongly Agree
8. The amount of time required to complete the module and prepare the written and oral presentations seemed reasonable considering the time that I was not required to attend class.					
9. I prefer that the undergraduate Communications Core course be incorporated into "time-free" modules.					
10. I would have preferred more time spent in class with either a formal lecture or group discussion format.					

11. How would you describe the module for this unit. Circle one.

_____A. Very clear and comprehensive

_____B. Fairly clear bu missing important elements

_____C. Generally confusing and inadequate

12. How could this module be improved? Explain.

13. What do you think is a desirable feature(s) of this module? Explain.

IS IT ALWAYS RIGHT TO BE RIGHT?

Highlights the centers of divisiveness in our society--the generation gap, war, poverty, race. All are lifted up and sharply focussed in this film that interlaces live-action and animation sequences.

16mm film 8 min. color $200.00 Didactic Systems, Inc.

AVOIDING COMMUNICATION BREAKDOWN

Identifies some of the causes of communication breakdown and how they can be predicted and corrected. A dramatization of how a key account is lost points out that communication breakdown costs money, affects employee morale and results in lost sales.

16mm film 28 min. color $285.00 BNA Communications, Inc.

MEANINGS ARE IN PEOPLE

Points out that meanings are not in the words we use, since each person has his own meanings based on his own experiences. No two people ever have the same experiences so none of us can ever have exactly the same meaning for anything.

16mm film 24 min. color $285.00 BNA Communications, Inc.

EFFECTIVE LISTENING

Features a humanistic psychologist, who by analysis and examples, discusses that much of effective communication depends on the ability to listen. From the Interpersonal Competence Series.

3/4" videocassette 15 min. color $200.00 Telstar Productions, Inc.

SENDING CLEAR MESSAGES

Features a humanistic psychologist, who by analysis and examples, discusses how to communicate in a manner that can be easily comprehended. From the Interpersonal Competence Series.

3/4" videocassette 30 min. color $200.00 Telstar Productions, Inc.

MODULE 380.20

COMMUNICATION: THE NON-VERBAL AGENDA

Describes the work of Dr. Albert Mehrabian, research psychologist and noted author, and shows how some of his theories of nonverbal behavior are applied.

16mm film   30 min.   color $450.00   CRM/McGraw-Hill Films

WITHOUT WORDS: AN INTRODUCTION TO NONVERBAL COMMUNICATION

Among the topics covered in this film are: proxemics, kinesics, pupillometrics, crosscultural/ethnic nonverbal barriers, the impact of uniforms/clothing on viewer perception, and the interaction of all of these as they relate to communication.

16mm film   23 min.   color $450.00   Prentice-Hall Film Library

MODULE 380.30

THE FLOOR IS YOURS

Tells the story of Jim, a young executive who has to give his first presentation. "James", his alter ego helps him plan all the steps necessary to a successful performance.

16mm film   26 min.   color $450.00   BNA Communications, Inc.

COMMUNICATION IS...SPEAKING PERSUASIVELY

Designed to help the viewer become a more effective communicator. From the Communication Is Series.

3/4" videocassette   30 min.   color $225.00   Great Plains National ITV Library

SAMPLE ORAL PRESENTATION

Designed for students to view and critique.

3/4" videocassette   6½ min.   color   East Texas State University at Texarkana

MODULE 380.40

GROUP DYNAMICS: "GROUPTHINK"

Deals with some of the reasons why decision-making groups in business make mistakes. Analyzes a simulated group decision-making process.

16mm film 23 min. color $345.00 CRM/McGraw-Hill Films

LEADERSHIP: STYLE OR CIRCUMSTANCE?

This film makes an attempt to point out ways of actually making effective leaders and - just as important - of insuring their longevity and effectiveness once they are in the job.

16mm film 28 min. color $450.00 CRM/McGraw-Hill Films

CONFRONTING CONFLICT

An advertising group holds its first team building session providing insight into team building practice and encouraging viewers to try it for themselves.

16mm film 30 min. color $400.00 BNA Communications, Inc.

SOURCE DIRECTORY

BNA Communications, Inc.
9401 Decoverly Hall Road
Rockville, Maryland 20850

CRM/McGraw-Hill Films
110 15th Street
Del Mar, California 92014

Didactic Systems, Inc.
Box 457
Cranford, New Jersey 07016

East Texas State University at Texarkana
Educational Design and Development System
P. O. Box 5518
Texarkana, Texas 75501

Great Plains National ITV Library
P. O. Box 80669
Lincoln, Nebraska 68501

Prentice-Hall Film Library
Englewood Cliffs, New Jersey 07632

Telstar Productions, Inc.
366 North Prior Avenue
St. Paul, Minnesota 55704